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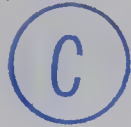




THE UNIVERSITY OF ALBERTA

AN INVESTIGATION OF SOME OF THE VALUES HELD BY  
HIGH SCHOOL STUDENTS AND THEIR TEACHERS

BY



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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Investigation of Some of the Values Held by High School Students and Their Teachers" submitted by William George Cathcart in partial fulfillment of the requirements for the degree of Master of Education.



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## ABSTRACT

This research project was designed to investigate some of the values held by high school teachers and students, to compare these two groups on their values and on other variables, and to find some variables that were related to the value scores of the students.

Three instruments were used to collect the data from 717 students and 61 teachers in 6 Alberta high schools. The instruments were a special Student Questionnaire, a special Teacher Questionnaire, and the Differential Values Inventory (DVI).

The data were punched on IBM cards and all the analysis was done by the use of Fortran programs developed by the Division of Educational Research Services.

It was found that students were more achievement oriented than teachers and teachers were more independent than students. On all the other value scales there were no significant differences between the students and teachers. Therefore, it was concluded that the sample of students and teachers involved in this study hold similar values.

The socio-economic status of students as measured by the Gough Home Index Scale was found to be completely unrelated to the values of the students as measured by the DVI. However, the low and high status groups did differ significantly on a number of variables in the five broad areas of personal and family characteristics, academic orientation, involvement in school and community activities, leisure time pursuits, and identification with persons described in three vignettes. The specific variables on which they differed included age, grade, number



of brothers and sisters, possession of a part-time job, high school program, plans for future education, number of out-of-school activities participated in, regularity of church attendance, frequency of dating, going steady, favorite type of TV program, and extent of travel.

A large number of variables within the five broad areas listed above were related to differences in values within the student body. The students who had the highest traditional scores were older students who took their education seriously. They spent more time on homework and less time watching TV, on dates, or at movies than the emergent students. Students who had the most emergent value pattern valued wealth, fame, and peer-group acceptance more than education.

The teachers were more regular church attenders than the students and students attended more movies and watched more TV than teachers. Teachers preferred to watch news or interviews on TV whereas students liked comedy programs best. Teachers did not seem to value education any more highly than the students did. This pointed to a traditional value pattern for teachers more than for students but other evidence in the study (responses to three vignettes) pointed to the opposite conclusion.

One of the major conclusions was that students perceive education to be very important in their lives. This contradicts the findings of other major American studies in this field which found that education was valued less than athletics or popularity by high school adolescents.



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## CHAPTER I

### STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

#### I. INTRODUCTION

Adolescence is a state of growing up--a period of transition from childhood to maturity. Transition implies change. Adolescents are undergoing change in many areas of their lives including the area of values.

The belief is prevalent among adults that the adolescents of today hold values that are becoming increasingly different from those of the adult society. But are teenagers so different from the larger adult society that extreme groups like the Beatles or hippies become exemplars for the adolescent society? Perhaps it is the publicity received by young people with long hair and miniskirts and by scenes like the uncontrollable hysteria at Beatle performances that has given rise to the general adult stereotype of teenagers. Such publicity may be characteristic of only a small and possibly an unrepresentative segment of the adolescent society.

This research project was an attempt to look at some of the characteristics of adolescents in a few Alberta high schools to see how their values differed from a specific segment of the adult society, namely a group of high school teachers. This research was intended to be primarily of a descriptive nature.



## II. STATEMENT OF THE PROBLEM

### Major Problem

The major purpose of this study was two-fold. First, to investigate some of the values of high school students, sub-groups of students, and teachers to determine if any significant differences in values existed among these groups.

The second major purpose was to find some social and personal correlates of any differences that existed within the student body.

The sub-groups of students referred to above were formed by dividing the student sample into a group of high socio-economic class students and a group of low socio-economic class students. Some differences between these two groups were also examined.

### Sub-Problems

The major problem can be broken down into four sub-problems

1. Do differences exist in the values held by teachers, students, high socio-economic class students, and low socio-economic class students?
2. What variables are related to differences in values within the student body as a whole?
3. How do high socio-economic class students and low socio-economic class students compare on selected variables?
4. How do teachers and students compare on selected variables?





### III. SIGNIFICANCE OF THE STUDY

Getzels and Thelen suggest that there is a conflict between cultural values and institutional expectations. They illustrate how this conflict occurs.

It is expected by the school that the child will work hard in the classroom in order to achieve to the fullest extent of his potentiality. Accordingly, the child must be motivated to strive and sacrifice present ease for future attainment. But recent studies suggest that our cultural values are coming more and more to prize sociability and hedonistic, present-time orientations, rather than achievement, as goals. In this sense, the criteria of worth in the classroom and in society at large are incongruent, and to this extent the child is subject to conflict with respect to his classroom behavior.<sup>1</sup>

Educators need to be aware of the areas of conflict and of the values held by students that are in conflict with the expectations of the school. This study provides some information about student values that should be useful to educators in helping them to understand the nature of these values.

There are a number of reasons why educators should be more aware of student values. First, an awareness of the values of students is important in planning high school programs. The values a student holds may have some bearing on the type of program he chooses. Since values tend to vary from community to community it is important that educators allow each school to

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1. Jacob W. Getzels and Herbert A. Thelen, "The Classroom as a Social System," in National Society for the Study of Education, 59th Yearbook, The Dynamics of Instructional Groups (Chicago: University of Chicago Press, 1960), pp. 73-74.



develop an educational program based upon the unique characteristics of the local community. The "lock-step" or "standardized" programme will not be the most effective for all public high schools because of the variations which exist in student societies.<sup>1</sup>

Guidance counselors also need to be aware of student values and differences in values when counseling students about suitable programs and future occupations. A knowledge of student values should also be beneficial in helping students to understand themselves and their own problems.

Teachers could also benefit if they were aware of the various values of their pupils. This knowledge should help teachers in planning classroom activities and group projects and in their personal relations with each pupil. Knill maintains that teachers who are aware of the phenomenon of the adolescent sub-culture "are able to use their insights of teenage society to make themselves more effective teachers."<sup>2</sup>

Another significant aspect of this study is that it contributes to the growing body of knowledge on the adolescent group. Enough research has been done to show that variations in values and attitudes do exist in the adolescent society but this research has not dealt directly with the variations among the groups being considered here.

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1. William D. Knill, "The Teenage Sub-Culture," (Part Three: Comparison of Rural and Urban Schools), The Saskatchewan Bulletin, 29:44, April, 1963.

2. William D. Knill, "The Teenage Sub-Culture," (Part One: The High School as a Social System), The Saskatchewan Bulletin, 29:35, February, 1963.



Previous research on the values of Western Canadian high school students has not used the value scales of the Differential Values Inventory as a basis for analysis.

#### IV. DEFINITION OF TERMS

##### Value

The definition of value presented by Clyde Kluckhohn seems to be an acceptable definition. He says that,

A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action.<sup>1</sup>

This definition is basic to the Differential Values Inventory (hereinafter referred to as the DVI) used in this study to measure values.

For the purpose of this study a person's values are operationally defined as his raw scores on the DVI which is indicative of his orientation toward the traditional or emergent value position.

##### Traditional Value Pattern

A traditional value pattern is characteristic of an individual who emphasizes the work-success ethic, a future-time orientation, independence, and Puritan morality on the DVI.

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1. Clyde Kluckhohn, "Values and Value-Orientations in the Theory of Action," in Talcott Parsons and E. Shils (eds.), Toward a General Theory of Action (Cambridge: Harvard University Press, 1959), p. 395.





### Emergent Value Pattern

An emergent value pattern is characteristic of an individual who emphasizes sociability, present-time orientation, conformity, and moral relativism on the DVI.

### Low Socio-Economic Class Student

A low socio-economic class student is one who scores eight or less on the Gough Home Index Scale.

### High Socio-Economic Class Student

A high socio-economic class student is one who scores nine or higher on the Gough Home Index Scale.

## V. ASSUMPTIONS

One basic assumption is that an individual's values can be measured by means of a paper and pencil test and that the traditional-emergent continuum is a meaningful way to study values.

It is assumed that all instruments used to gather data were indeed valid and reliable and that the subjects completed them accurately and honestly.

Certain assumptions underlie the various statistical tests used in the analyses. Where these tests are used the underlying statistical assumptions are implicitly assumed to hold for this study.





## VI. DELIMITATIONS

This study is delimited to an examination of only a few of the personal and social variables that are hypothesized to be related to an individual's value pattern.

It is further delimited to a study of values in only a few Alberta schools and at one point in time.

A further delimitation is inherent in the DVI used to measure values. This instrument measures values as being traditional or emergent. Other instruments claim to measure somewhat different values. For example, the Allport-Vernon-Lindzey Study of Values measures religious, political, theoretical, economic, social, and aesthetic values. This study, then, is delimited to a study of only one dichotomous type of value classification.

This study is also delimited to the public school system. It has been documented that the values of students in parochial or separate schools are more traditional than students in public schools.<sup>1</sup> Therefore, the range of scores on the DVI may be reduced in this study.

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1. For evidence on this point see:

Richard Prince, "Student Value Judgments DO Differ in Public, Religious, and Private Schools," Phi Delta Kappan, 40:305-307, May, 1959.

William D. Knill, "High School Students are Idealistic," Canadian Home and School, 22:6-9, June, 1963.



## VII. LIMITATIONS

This study is limited by its static nature. No account is taken of the aspect of change in values with time. The only evidence of change is found in the values held by different age groups.

An inability to generalize beyond the groups studied is another limitation. This is due to the fact that the samples consist of subjects in schools where the principal and teachers were willing to cooperate in this study. No random selection of schools or individuals was used.

Furthermore, these schools are all located in one province, Alberta, and may not be representative of the geographical areas of the province which further limits the ability to generalize.

The method of analysis also imposes a limitation upon the interpretation of the results. The analysis combines the data from all the schools into one sample. This may hide some significant differences as the differences in one school may be cancelled by opposing differences in another school. This is possible since the schools are of different sizes and from different geographical and socio-economic areas.

Weaknesses in the DVI places further limitations upon this study. Some of these weaknesses are mentioned in Chapter III where the DVI is discussed in more detail.



## CHAPTER II

### THEORETICAL BACKGROUND AND RELATED STUDIES

Much has been written on values and value orientations in general and on student values and the adolescent sub-culture in particular. Much of this is philosophical and conjectural. However, there has been an increasing amount of scientific research done in this area in the last few decades. In the remainder of this chapter some of the relevant literature will be reviewed under the following headings: Background of the Differential Values Inventory; Teacher Values; The Adolescent Society and its Values; Socio-Economic Class and Student Values; and Related Research Using the DVI.

#### I. BACKGROUND OF THE DIFFERENTIAL VALUES INVENTORY

The DVI was developed in 1957 on the basis of the theory developed by George Spindler<sup>1</sup> and elaborated on by Jacob Getzels.<sup>2</sup>

##### Spindler's Conceptual Framework

Spindler developed his theory by analyzing the writings of anthropologists and sociologists and by a longitudinal study of several hundred college students in which he used value-projective

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1. George D. Spindler, "Education in a Transforming American Culture," Harvard Educational Review, 25:145-156, Summer, 1955. •

2. Jacob W. Getzels, "The Acquisition of Values in School and Society," in Francis S. Chase and Harold Anderson (eds.), The High School in a New Era (Chicago: University of Chicago Press, 1958), pp. 146-161.





techniques. From this he concluded that "a major shift in American values has, and is taking place."<sup>1</sup> This shift in values is from traditional to emergent. The traditional values include Puritan morality, work-success ethic, individualism, achievement orientation, and future-time orientation. The emergent values may be categorized into sociability, relativistic moral attitude, consideration for others, hedonistic, present-time orientation, and conformity to the group.<sup>2</sup>

Spindler places different educational groups at different places along a traditional-emergent continuum as illustrated in Figure 1.

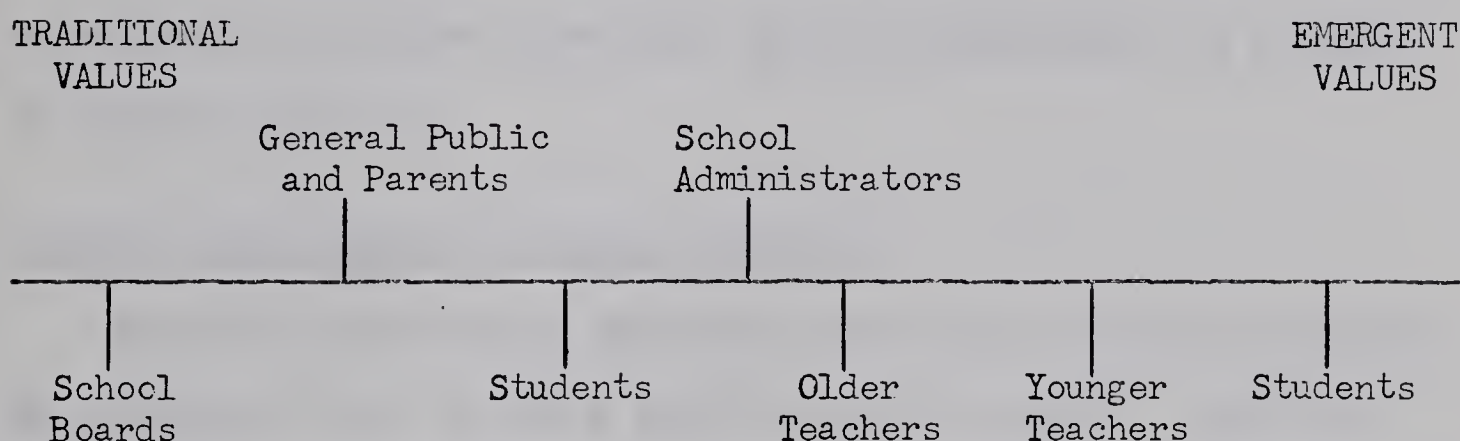


Figure 1. Placement of different educational groups on a traditional-emergent values continuum. (Adapted from Spindler, op. cit., p. 151.)

Older teachers because of their age and time of childhood training will be more traditional than the younger teachers who have been exposed to a more emergent education culture. The administrator has

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1. Spindler, op. cit., p. 149.

2. Ibid.





to deal with the school board and parent groups and is therefore likely to be more traditional than teachers. Students are placed on the continuum at two positions.

. . . those coming from traditionalist family environments will tend to hold traditionalistic values, but hold them less securely than will their parents . . . , while other students who come from emergent-oriented families will tend to place even further, as a function of their age and peer groups, towards the emergent end of the line than their parents would.<sup>1</sup>

Spindler further complicates the picture by suggesting that not only groups may be placed at different positions on this continuum but also individuals. An individual has been taught certain values in his childhood but encounters different ones later in life. These often pull in different directions and so an individual, in a sense, is fighting himself.<sup>2</sup>

#### Getzels' Development of a Theory of Values

Getzels<sup>3</sup> elaborated on Spindler's traditional-emergent framework. He classified values as being either sacred or secular. The sacred values may be interpreted differently by different people depending on their philosophy of life, however, they are basic to all Americans and they are relatively unchanging. Getzels lists democracy, individualism, equality, and human perfectibility as being the sacred values held in America.

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1. Ibid., p. 152.

2. Ibid., pp. 153-154.

3. Getzels, loc. cit.



The secular values, on the other hand, are presently undergoing change as Spindler suggested earlier. Getzels says that the transformation is taking place along four dimensions within the traditional-emergent framework.

1. From the work-success ethic to sociability.--Instead of the work-success ethic, there is an overriding value of sociability and frictionless interpersonal relations. . . .

2. From future-time orientation to present-time orientation.--Instead of future-time orientation and consequent self-denial, there is a hedonistic present-time orientation. . . .

3. From personal independence to group conformity.--Instead of independence and the autonomous self, there is compliance and conformity to the group. . . .

4. From Puritan morality to moral relativism.--Finally, instead of Puritan morality, or at least moral commitment, as a value there are relativistic moral attitudes without strong personal commitments. Absolutes in right and wrong are questionable. In a sense, morality has become a statistical, rather than an ethical, concept: morality is what the group thinks is moral.<sup>1</sup>

So we have side by side, in the community and in the educational institutions, a kaleidoscope of shifting and confusing, if not absolutely contradictory, assumptions about life and the values that are really ours.<sup>2</sup>

This conceptual framework provided the basis for the development of the DVI.

## II. TEACHER VALUES

A 1957 study of Detroit teachers revealed that the greatest percentage of teachers had semi-skilled and unskilled parents while

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1. Ibid., pp. 152-154.

2. Ibid., p. 154.





many also came from lower level white-collar backgrounds.<sup>1</sup>

Another study in Texas suggested that teachers were upward mobile in the social system. Using education, religious affiliation, occupation, and source of income as the basis of an index of social status it was found that forty-eight percent of the teachers in the sample had improved their status over that of their parents. In this study seventy-nine percent of the teachers were classified as middle class.<sup>2</sup>

On the basis of these and other related studies Havighurst and Neugarten concluded that

. . . by and large most teachers in America participate with other middle-class persons and they fit into the social structure of their communities as middle-class people. Even more certainly most teachers are middle-class in terms of their attitudes, values, and way of life.<sup>3</sup>

Warner, Havighurst, and Loeb elaborated upon this point.

When all is said and done, the teacher will inevitably be an exemplar for the class with the most social energy. At the present time in America, that is the middle-class. . . .

Unless the middle-class values change in America, we must expect the influence of the schools to favor the values of material success, individual striving, thrift, and social mobility.<sup>4</sup>

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1. William Wattenberg, et. al., "Social Origins of Teachers--A Northern Industrial City," in John Dewey Society 14th Yearbook, The Teacher's Role in American Society (New York: Harper and Brothers Publishers, 1957), pp. 13-22.

2. Carson McGuire and George White, "Social Origins of Teachers--In Texas," Ibid., pp. 23-41.

3. Robert J. Havighurst and Bernice L. Neugarten, Society and Education (Boston: Allyn and Bacon, Inc., 1957), p. 361.

4. W. Lloyd Warner, et. al., Who Shall be Educated? (New York: Harper and Brothers Publishers, 1944), pp. 171-172.



These values listed by Warner are descriptive of the traditional end of the continuum. It is expected, therefore, that teachers will score high on the DVI. This is expected especially of older teachers since Warner made his observations in 1944. The values listed by Warner may be changing in the direction of more emergent values which would mean that younger teachers may be less traditional in their value patterns.

Prince found this to be true in 1957. He found that

The mean value score for all teachers was 33.28 and teachers' value scores ranged from a low (most emergent) of 10 to a high (most traditional) of 49. Results showed that older teachers were more traditional in their value patterns than younger teachers.<sup>1</sup>

This finding is also in agreement with Spindler's conceptual design.

(See Figure 1 on page 10.)

### III. THE ADOLESCENT SOCIETY AND ITS VALUES

#### The Existence of an Adolescent Society

Coleman speaks of the emergence in the United States of an adolescent sub-culture. He claims that high school children

. . . constitute a small society, one that has most of its important interactions within itself, and maintains only a few threads of connection with the outside adult society. . . it is hard to realize that separate subcultures can exist right under the very noses of adults--subcultures with languages all their own, with special symbols, and, most importantly, with value

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1. Richard Prince, "Individual Values and Administrative Effectiveness," Administrator's Notebook, Vol. 6; No. 4, December, 1957.





systems that may differ from adults.<sup>1</sup>

Apparently such a sub-culture is also evolving in our Canadian society. This sub-culture is

. . . characterized by a distinctive language, distinctive customs, and behaviors. These are the immediately observable differences which mark this "teenage sub-culture" as something different from the larger society to which teachers and parents belong. If we probe somewhat deeper we can find that the differences in the adolescent sub-culture are not only the obvious dress and overt behavioural aspects of the members but reach the levels of attitudes, values and beliefs.<sup>2</sup>

Both of these writers talk about adolescent values that differ from those of the larger adult society. What are some of these values that adolescents hold?

#### Values of Adolescents

Coleman's study found that the adolescent society emphasizes athletics and popularity at the expense of scholastic attainment. The greatest percentage of boys would sooner be a nationally famous athlete than a jet pilot, a missionary, or an atomic scientist. On a similar type of question the girls chose model; but with nurse being a very close second. Coleman suggests that the girls' response indicates a more traditional value orientation on their part.<sup>3</sup>

Another characteristic of the adolescent group that comes out of

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1. James S. Coleman, The Adolescent Society (New York: The Free Press of Glencoe, 1961), p. 3.

2. William D. Knill, "The Teenage Sub-Culture," (Part One: The High School as a Social System), The Saskatchewan Bulletin, 29:35, February, 1963.

3. Coleman, op. cit., pp. 27-30



Coleman's study is their hedonistic orientation. He found that the ability to stir up a little excitement was very important in order to be popular or a member of the leading crowd in the school. Dancing, going to parties and movies, and participation in other activities are all an important part of the life of the adolescent.<sup>1</sup>

Hollingshead<sup>2</sup> observed that the youth of Elmtown were also pleasure-oriented. Much time was spent in cliques listening to records or just talking. After school students frequently met at a regular hangout for cokes. Many evenings were taken up with riding around in a car. Dating was common and petting usually took up part of the time spent with dates.

The hedonistic, fun-loving aspect of high school students is probably the popular conception the public has of this group. It suggests that high school students should be placed near the emergent end of the Spindler continuum.

However, Knill's study of high school students in and near Saskatoon, Saskatchewan forces us to be more cautious. Students were presented with two vignettes in which one student was pictured as being ascetic or traditional in orientation and one was pictured as being indulgent or emergent. In both cases the majority of students

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1. Coleman, passim.

2. August B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, Inc., 1949), especially Chapters 12 and 15.





identified with the idealist. Girls were more idealistic than boys.<sup>1</sup>

In reconciling Knill's finding with the previous conclusion that high school students are more hedonistic in their value patterns, a number of things need to be borne in mind. First, the traditional values of Saskatoon students probably reflects the generally accepted premise that Canadians are more conservative than their American counterparts.<sup>2</sup>

Another factor that should be considered in interpreting Knill's finding is that the background of the students affected the degree to which they responded in an idealistic manner. Students in parochial schools were the most ascetic, rural school pupils were less ascetic, and city students (public school) were the least ascetic.<sup>3</sup> The other studies cited dealt almost exclusively with urban children. This finding of a change in traditional values with background is significant in that it fits into Spindler's conceptual design. Spindler placed students at two different locations on his traditional-emergent continuum.<sup>4</sup> He found a more traditional group of students and an emergent group.

Coleman<sup>5</sup>, similarly, found that besides the leading crowd with

1. William D. Knill, "High School Students are Idealistic," Canadian Home and School, 22:6-9, June, 1963.

2. Kaspar D. Naegele, "Canadian Society: Some Reflections," in Bernard R. Blishen, et. al. (eds.), Canadian Society (Toronto: Macmillan Company of Canada Ltd., 1961), pp. 1-53.

3. Knill, "High School Students are Idealistic," op. cit., p. 9.

4. Spindler, op. cit., p. 151.

5. Coleman, passim.



its hedonistic orientation there were other groups formed on the basis of more traditional values such as academic achievement.

Hollingshead<sup>1</sup> also found differences in the activities, attitudes, and values of different groups of students. His groups were based on social class.

On the basis of the literature it appears that high school students may form two different groups with rather hazy boundaries between them. One of these is the emergent group. Kitchen summarizes the popular American concept of this group by describing them as

. . . the coke-drinking, cuddling, record-playing, bongo-beating, chore-avoiding "teen", whose interests in life revolve about parties, sports, the body beautiful's cosmetics and attire, the thrills of speed, petting, and sometimes of delinquency, whose idols are the football star, the cheerleader, the pops singer.<sup>2</sup>

A number of students, however, form a second, more traditional group. This group is like those found in Suburban Town by Elkin and Westley. The adolescents there

. . . are not compulsively independent and rejecting of adult values; they are not concerned solely with immediate pleasureable gratifications. Furthermore, in regard to those aspects of their lives which might be regarded as youth culture, they are remarkably sophisticated, they themselves pointing out that their dating patterns and their "kidding around" are passing temporary phenomena.<sup>3</sup>

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1. Hollingshead, passim.

2. Hubert William Kitchen, "Relationships Between the Value-Orientations of Grade Nine Pupils in Newfoundland and the Characteristics of Their Primary and Secondary Groups," (unpublished Ph. D. dissertation, University of Alberta, Edmonton, 1966), p. 119.

3. Frederick Elkin and William A. Westley, "The Myth of Adolescent Culture," American Sociological Review, 20:684, December, 1955.





#### IV. SOCIO-ECONOMIC CLASS AND STUDENT VALUES

Differences in the socio-economic background of students seems to affect their school life and their value system.

Hollingshead<sup>1</sup>, using five social classes with Class I being the highest social class and Class V the lowest class, found a relationship between social class and type of high school program students enrolled in. He found that the higher the social class the greater the enrollment in a university entrance program and the lower the social class the greater the enrollment in general and commercial programs.

Since the commercial course is more oriented to getting a job it would be expected that students in this group (mainly lower class students) will be more oriented to finding a job and going to work as soon as possible. Further evidence on the traditional work-orientation of low socio-economic class students is found in a study by Gavinchuk.<sup>2</sup> She studied sixty-five drop-outs in the County of Lacombe. (That drop-outs are mainly lower class students has been documented.<sup>3</sup> Gavinchuk

1. Hollingshead, op. cit., pp. 168, 462.

2. Kay Gavinchuk, "Academic Careers of Students Related to Ability, Choice of Program and Size of High School," (unpublished M. Ed. thesis, University of Alberta, Edmonton, 1966), p. 139.

3. The relationship between dropping-out of school and socio-economic status is indicated in a number of studies including the following:

Canadian Research Committee on Practical Education, Your Child Leaves School, Report No. 2 (Toronto: Canadian Research Committee on Practical Education, 1950), pp. 24-27.

Metro Gushaty, "An Analysis of the Causes of High School Drop-Outs in Southern Alberta From 1947 to 1951," (unpublished M. Ed. thesis, University of Alberta, Edmonton, 1952), pp. 19-25.

Robert J. Havighurst, et. al., Growing Up in River City (New York: John Wiley and Sons, Inc., 1962), pp. 182-183.



asked the drop-outs to give three reasons for dropping out. Two reasons, "desired courses not offered" and "preferred work to school", were each checked by eighty-two percent of the cases.

The relationship between social class and participation in extracurricular activities and between social class and scholastic rewards received by students was investigated by Abrahamson.<sup>1</sup> He found that middle-class students received a disproportionate share of the scholastic rewards and occupied most class and school offices. He found that extracurricular activities were participated in primarily by middle-class students.

Hollingshead<sup>2</sup> found a similar situation in Elmtown and concluded that the amount of time spent in leisure and pleasure activities varied inversely with class position.

These findings suggest that low socio-economic class students may have value patterns different from those of high socio-economic class students. The hypothesis is made that the two groups of students on the Spindler continuum are separated on the basis of socio-economic status as well as on their DVI scores.

#### V. RELATED RESEARCH USING THE DVI

The differential Values Inventory has been used in a number of studies. Six of these will be mentioned but only the findings that

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1. Stephen Abrahamson, "Our Status System and Scholastic Rewards," Journal of Educational Sociology, 25:441-450, April, 1952.

2. Hollingshead, op. cit., p. 299.





relate to the current research will be discussed in this section.

### The Prince Study

Prince<sup>1</sup> developed the DVI in 1957 and related scores on it to administrative effectiveness. He found that older teachers and older principals were more traditional in their value patterns than their younger counterparts. The results of Prince's study confirmed Spindler's theory that school administrators are more traditional than teachers. The mean DVI score for principals was 35.55 whereas the mean DVI score for teachers was 33.28.

### The McPhee Study

The DVI was used by McPhee<sup>2</sup> to find factors related to educational viewpoint and local school approval. He found that older, more traditional respondents showed less school approval than younger, more emergent subjects. Spindler suggested that a lengthy exposure to an education culture would tend to make one more emergent but McPhee found no relationship between schooling and differential values.

### The Abbott Study

Abbott<sup>3</sup> used the DVI and a Confidence-in-Leadership Scale to

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1. Richard Prince, "Individual Values and Administrative Effectiveness," Administrator's Notebook, Vol. 6; No. 4, December, 1957.

2. Roderick F. McPhee, "Individual Values, Educational Viewpoint, and Local School Approval," Administrator's Notebook, Vol. 7; No. 8, April, 1959.

3. Max G. Abbott, "Values and Value-Perceptions in Superintendent-School Board Relationships," Administrator's Notebook, Vol. 9; No. 8, December, 1960.





relate values and value perceptions to superintendent-school board relations. He concluded that an individual's values influence his perception of the values held by others and the kinds of perceptual errors made. One of Abbott's findings contradicted the findings of other studies. He found that older superintendents were more emergent than younger superintendents.

### The Lupini Study

Lupini<sup>1</sup> related values as measured by the DVI to social behavior as measured by the Organizational Climate Description Questionnaire. He found a sufficient number of statistically significant relationships to conclude that the values held by teachers and principals were related to certain aspects of social behavior within the school.

Lupini found that older principals and older female teachers were more traditional than their younger counterparts. This relationship did not hold for male teachers. Female teachers were found to be more emergent in their value pattern than male teachers.

### The Marion Study

Guy Marion<sup>2</sup> related scores on the DVI to innovativeness of elementary school principals. This study suggested that the more trad-

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1. Dante Lupini, "A Study of the Relation of Differential Values to Social and Administrative Interactions," (unpublished Ph. D. dissertation, University of Alberta, Edmonton, 1965).

2. Guy Marion, "A Study of Selected Factors Related to the Innovativeness of Elementary School Principals," (unpublished Ph. D. dissertation, University of Alberta, Edmonton, 1966).



itional principals will change less in terms of adopting new innovations in education.

Marion found a significant positive correlation between DVI scores and age and a significant negative correlation between DVI scores and the amount of education of principals. He also found a significant positive correlation of DVI scores with scores on a Mental Rigidity Scale and with scores on a Dogmatism Scale.

#### The Helm Study

Helm<sup>1</sup> modified the DVI for a junior high school group. He related value patterns of grade seven and nine students to academic achievement and socio-economic background. The major finding of this study was that socio-economic status was not related to values but degree of academic achievement was. Overachievers were more traditional in their value patterns than equal or underachieving groups.

Helm found that in grade nine the lower social class students were the most traditional but in grade seven they were the most emergent.

Age, church attendance, being the youngest in the family, having part-time work, and a preference for academic subjects were positively correlated with the DVI scores. Size of family was negatively correlated with the DVI scores. Helm also found boys to be generally more traditional in their value patterns than girls.

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1. Nathan Teal Helm, "An Analysis of Value Patterns of Selected Junior High School Students of Varying Degrees of Academic Achievement and of Differing Socio-Economic Background," (unpublished Ed. D. dissertation, University of Utah, 1966).



## VI. SUMMARY

The theory presented by Spindler and Getzels suggests that values in our society are undergoing change. This change is away from a traditional value pattern in which hard work, achievement, independence, future-time orientation, and a Puritan morality were dominant to an emergent value system in which sociability, group conformity, present-time orientation, and moral relativism are dominant.

Older people tend to hold more traditional values and younger people more emergent values. Therefore, teachers are expected to be more traditional than students.

The literature speaks of an adolescent subculture in which values differ. Some students tend to hold more traditional values than others.

A number of studies that used the DVI were reviewed. These studies suggest that the DVI is a useful instrument for measuring values along the traditional-emergent continuum.





## CHAPTER III

### METHOD OF ANALYSIS

In this chapter some hypotheses related to the first sub-problem are stated. The various instruments used are discussed and the methods of sampling, data collection, and data analysis are outlined.

#### I. OPERATIONAL HYPOTHESES

A large number of hypotheses could be stated for relating different variables to value scores and to social class and for comparing students and teachers on selected variables. Since this is mainly a descriptive type of study such a multiplication of hypotheses is considered unnecessary.

However, sub-problem one regarding differences between the groups on the DVI lends itself to four nondirectional hypotheses. The null hypotheses ( $H_0$ ) are stated below in verbal and symbolic form and the althernate hypotheses ( $H_1$ ) in symbolic form only.

##### Hypothesis 1

There is no significant difference between the student means on the DVI and the teacher means on the DVI.

$$H_0: \bar{X}_T = \bar{X}_S$$

$$H_1: \bar{X}_T \neq \bar{X}_S$$





Hypothesis 2

There is no significant difference between the high socio-economic class student means on the DVI and the teacher means on the DVI.

$$H_0: \bar{X}_T = \bar{X}_{HS}$$

$$H_1: \bar{X}_T \neq \bar{X}_{HS}$$

Hypothesis 3

There is no significant difference between the low socio-economic class student means on the DVI and the teacher means on the DVI.

$$H_0: \bar{X}_T = \bar{X}_{LS}$$

$$H_1: \bar{X}_T \neq \bar{X}_{LS}$$

Hypothesis 4

There is no significant difference between the high socio-economic class student means on the DVI and the low socio-economic class student means on the DVI.

$$H_0: \bar{X}_{HS} = \bar{X}_{LS}$$

$$H_1: \bar{X}_{HS} \neq \bar{X}_{LS}$$

These hypotheses apply to the total DVI score and to each of the eight subscale scores which will get at more specific value differences. The subscales give scores on Work Success Ethic, Future-Time Orientation, Independence, Puritan Morality, Sociability, Present-Time Orientation, Conformity, and Moral Relativism.



## II. INSTRUMENTS

### Differential Values Inventory (DVI)

Description. The DVI was developed to measure values along the traditional-emergent continuum. Sixty-four pairs of forced-choice items were constructed on the basis of the Spindler-Getzels conceptual framework presented in Chapter II. One item in each pair represents a traditional value and one an emergent value. There are sixteen items for each of Getzels' eight sub-categories of values. The DVI appears in Appendix A and the scoring key is given in Appendix B.

Scoring. The DVI is scored by giving a score of one for every traditional item chosen and zero for every emergent item chosen. The scores, therefore, may range from 0 (most emergent) to 64 (most traditional).

Validity and Reliability. Since the DVI has been used in a number of studies<sup>1</sup> and in most of them tended to support the underlying theory and verify predictions made on the basis of the theory, it appears to have an acceptable degree of construct validity.<sup>2</sup> Since the DVI seems to confirm these predictions on repeated measures it appears to possess an acceptable degree of reliability.

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1. See Chapter II, pp. 20-23.

2. Robert L. Thorndike and Elizabeth Hagen, Measurement and Evaluation in Psychology and Education (New York: John Wiley and Sons, Inc., 1955), pp. 172-174.



Originally, the instrument was checked for validity and internal consistency by the Shanner method of item analysis. The graphic item analyzer, on which the Shanner method is based, considers two factors: (1) the difficulty or the proportion of bias of each item, and (2) discrimination. After three pilot studies, and after discarding all items not able to stand the test, Prince designed the instrument in its then final form.<sup>1</sup>

The subsequent modifications of the DVI for different groups have been similarly checked.

Weaknesses. Weaknesses in the DVI places a limitation upon this study. Some of the items are repeated several times but with different alternatives each time which may cause some of the respondents to respond consistently rather than making the choice between the present alternatives.

This type of value scale has another weakness in that a subject may make a choice between different pairs of alternatives from different points of view depending upon the wording of the item. For example, he may make one choice from a political point of view, another from a religious, another from a social, and another from an academic point of view. However, these four items may belong to the same value scale. In other words, the value scales of the DVI may be so general that much valuable information may be lost.

The scores on the four traditional scales are summed to arrive at a total traditional score for an individual. In summing these scales much information is lost. For instance, an individual who scores high

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1. Dante Lupini, "A Study of the Relation of Differential Values to Social and Administrative Interactions," (unpublished Ph. D. dissertation, University of Alberta, 1965), pp. 74-75.







on two scales and low on two scales ends up with a score near the theoretical mean of 32 when he is actually far from the means of the four scales. This implies that it may not be as meaningful to talk about a traditional-emergent continuum as about the four sub-continuums.

### Gough Home Index Scale

Description. On the assumption that socio-economic status is measured best by a combination of indices, Gough<sup>1</sup> developed the Home Index Scale. This scale is easy to score and easy and quick to administer.

The test-retest reliability coefficient of Gough's scale was 0.939 when used on a sample of fifty-five college students. Using a sample of two hundred fifty-two high school students Gough calculated a Kuder Richardson coefficient of 0.74.<sup>2</sup>

Elley<sup>3</sup> modified Gough's original scale to make it more applicable to Alberta. His modified scale showed a corrected split-half reliability coefficient of 0.77 and a correlation of 0.61 with Blishen's Occupational Class Scale.

This study used a slightly modified version of the scale used by

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1. Harrison G. Gough, "A Short Social Status Inventory," Journal of Educational Psychology, 40:52-56, January, 1949.

2. Ibid., p. 54.

3. Warwick B. Elley, "A Comparative Analysis of the Socio-Economic Bias in Selected Intelligence Tests" (unpublished Ph. D. dissertation, University of Alberta, 1961), p. 105.



Elley. The scale used in this study appears as items 31 through 50 in the Student Questionnaire. (See Appendix C.) The changes (inclusion of a stereo record player and a color TV) were thought to be necessary to keep abreast of changes in the standard of living.

Scoring. The Home Index Scale is scored by counting one score for every "yes" answer. The possible range of scores, therefore, is from 0 (lowest possible socio-economic status to 20 (highest possible socio-economic status).

### Student Questionnaire

The Student Questionnaire was designed to secure information on certain variables that were thought to be related to differences in values between students. Twenty-six of the thirty-three items on this instrument (excluding the Gough Home Index Scale) were taken directly or adapted from the High School Student Values Inventory<sup>1</sup> developed by Friesen for a study of high school students in Edmonton and three items were taken from the Saskatchewan High School Study<sup>2</sup> by Knill. Two items were taken directly from the questionnaire used by Coleman<sup>3</sup> in his study. The remaining two items were constructed by the writer

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1. David Friesen, "High School Student Values Inventory (Revised Edition)." (Edmonton: University of Alberta, 1966). (Mimeographed.)

2. William D. Knill, "Saskatchewan High School Study." n.d. (Mimeographed Questionnaire.)

3. James S. Coleman, The Adolescent Society (New York: The Free Press of Glencoe, 1961), pp. 338-364.



for this research. The information from the Student Questionnaire was used to examine sub-problems two and three. This instrument appears in Appendix C.

#### Teacher Questionnaire

The Teacher Questionnaire was designed to gather information on certain variables that were assumed to be related to teacher values and to differences in values between students and teachers. Most of the items on this instrument are the same as on the Student Questionnaire or adapted from it and come from the same sources. Eleven of the items used to secure personal and professional information about the teacher sample were taken from various other questionnaires or were developed by the writer for this research. The information from the Teacher Questionnaire was used to examine sub-problem four. This instrument appears in Appendix D.

### III. RESEARCH PROCEDURES

#### Data Collection

Ten schools in Alberta were selected fortuitously and letters were sent to the principals requesting permission to administer the questionnaires to the high school staff and student body in their schools. Three principals refused this request; one did not reply. This left six schools in which the questionnaires were given.

The data were collected over a period of two and one-half weeks from April 13, 1967 to May 1, 1967. The questionnaires were distributed by the researcher to the teachers who, in turn, administered them to





their students and completed their copy at the same time. The researcher picked up the completed answer sheets and questionnaire booklets as soon as the students and teachers were finished. Administration of the questionnaires took from 35 to 40 minutes to complete.

Seven hundred seventeen students were given the questionnaire. However, a few students did not complete enough of it to be usable for all analyses. Therefore, for most analyses the size of the sample is approximately 708 or less.

Sixty-one teachers completed their questionnaire with no spoiled answer sheets.

### The Schools

The six participating schools were situated in central and northern Alberta. Two of the schools were vocational high schools. Table I gives the distribution on the Gough Home Index Scale for each of the six schools.

School A is situated in a town of about 1,500 population within a few minutes drive of a large urban center. The population is composed of a large proportion of professional people, many of whom are engaged in the oil industry. About 112 students were present on the day the survey was taken. Most of the students were enrolled in the university entrance program.

School B is located in a central Alberta village of about 200 population. The only industry in the area is farming. Over one-half of the 63 students present on the day of the survey were enrolled in the academic program.





TABLE I  
DISTRIBUTION OF SCORES ON THE GOUGH HOME  
INDEX SCALE FOR EACH SCHOOL

Score	School					
	A	B	C	D	E	F
0	0	0	0	0	0	1
1	0	0	1	0	1	1
2	0	1	1	1	1	3
3	1	1	1	0	0	6
4	1	1	3	1	5	12
5	4	0	6	3	6	9
6	2	5	17	4	5	14
7	3	7	20	5	4	10
8	9	9	29	5	7	8
9	7	10	31	1	13	10
10	12	7	35	4	12	3
11	3	5	37	2	13	2
12	11	8	42	3	12	2
13	12	2	34	0	6	1
14	14	1	27	2	7	2
15	15	2	14	1	1	0
16	10	1	9	1	4	1
17	5	0	2	0	0	0
18	2	1	6	0	1	0
19	1	0	0	0	0	0
20	0	0	0	0	0	0
Totals	112	61	315	34	98	85
Means	12.10	9.44	10.71	8.53	9.84	6.58



School C is the only large urban school in the sample. It is a vocational high school in a central Alberta city of about 26,000 population. The questionnaire was given to 324 students. Over 80 percent of these students were in the vocational or commercial programs.

School E is situated in a northern Alberta town of about 2,500 population. Most of the economy is based on agriculture and service industries within the town. Over two-thirds of the 98 students present at the time of the survey were enrolled in the university entrance program.

The two lowest socio-economic status schools are situated in unincorporated hamlets. School D is in north-central Alberta. All of the 34 students were enrolled in either the general or the university entrance program. School F is a vocational high school located in a northern hamlet inhabited predominantly by Indian people. A number of the 86 students present at the time of the survey came from other schools throughout northern Alberta. They live in residence. A part of the student body is made up of local Indian and Metis students and some are bussed in from neighboring high schools to take some vocational courses.

#### Method of Analysis

The data were numerically coded and punched on IBM cards for computer analysis.

Hypotheses 1 through 3 regarding differences between students and teachers and between two socio-economic classes of students and



teachers were tested by means of T-tests. An existing Fortran program (T-100) was used for these analyses.

An examination of the last hypothesis regarding differences between the two social classes was accomplished by a multiple linear regression technique using the REG-200 program.

The analysis of the relationship between certain variables elicited by means of the Student Questionnaire and a student's value pattern (sub-problem 2) also made use of linear regression models and the REG-200 program. This program found that the differences between the means of different categories of a variable were significant but did not give any evidence as to which categories were significantly different from which other categories of the variable in question. In order to gather such information those variables on which differences existed by the REG-200 program were subjected to another analysis of variance and a Newman-Keuls comparison between ordered means. This analysis was done by means of the AV1003 program.

However, in some analyses the Newman-Keuls comparison was not meaningful because it makes use of the harmonic mean and on some variables there was a large disparity in the number of students in each category. Such disparity tended to reduce the number of means that were significantly different.

Sub-problem 3 was concerned with the differences between the two socio-economic classes. This sub-problem was analyzed by means of a chi-square test. The chi-square value as well as the distribution of





responses and percentages for both social classes was obtained by using CROS-2, a fortran cross tabulation program.

Sub-problem 4 compared teachers and students on certain variables. This sub-problem was analyzed in the same way as the previous sub-problem except that the program, CROS-1, was used. This program is similar to CROS-2.

Since different computer programs were used for different analyses a difference in the size of N resulted. This resulted in the means and distributions presented in one section of this report being slightly different from the same means and distributions presented in other sections.



## CHAPTER IV

### ANALYSIS OF THE SCALES AND HYPOTHESES

This chapter briefly discusses the outcome of the Gough Home Index Scale, the Differential Values Inventory, and the test of the hypotheses related to sub-problem 1.

#### I. ANALYSIS OF THE GOUGH HOME INDEX SCALE

Of the 717 students who were asked to complete the questionnaire, 709 completed the Home Index Scale. The distribution of scores for the total sample is given in Table II and a frequency polygon of the distribution is presented in Figure 2. The distribution in Table II resulted in a mean of 10.09, a variance of 12.54, and a standard deviation of 3.54.

Arbitrarily defining a low socio-economic status student as one who scored 8 or less on the Gough Home Index Scale resulted in the cutting point being 0.59 standard deviations below the mean.

The goodness of fit of a normal distribution to the observed distribution was checked by a chi-square test. The chances were about 30 in 100 that the observed chi-square of 17.86 could have resulted in random sampling from a normal population. Therefore, the observed frequency distribution fitted the normal curve well.

The Kuder-Richardson (formula 20) reliability coefficient for the Home Index Scale was 0.695. Since this coefficient provides a conservative estimate of the split-half type of reliability coefficient



TABLE II

DISTRIBUTION OF SCORES ON THE GOUGH HOME INDEX SCALE FOR ALL SCHOOLS

Score	Frequency	Cumulative Proportion
0	1	0.001
1	3	0.004
2	7	0.011
3	8	0.021
4	24	0.044
5	29	0.081
6	49	0.136
7	49	0.205
8	67	0.287
9	74	0.386
10	73	0.490
11	62	0.585
12	81	0.686
13	53	0.781
14	51	0.854
15	33	0.913
16	27	0.956
17	7	0.980
18	9	0.991
19	2	0.999
20	0	1.000
Total	709	





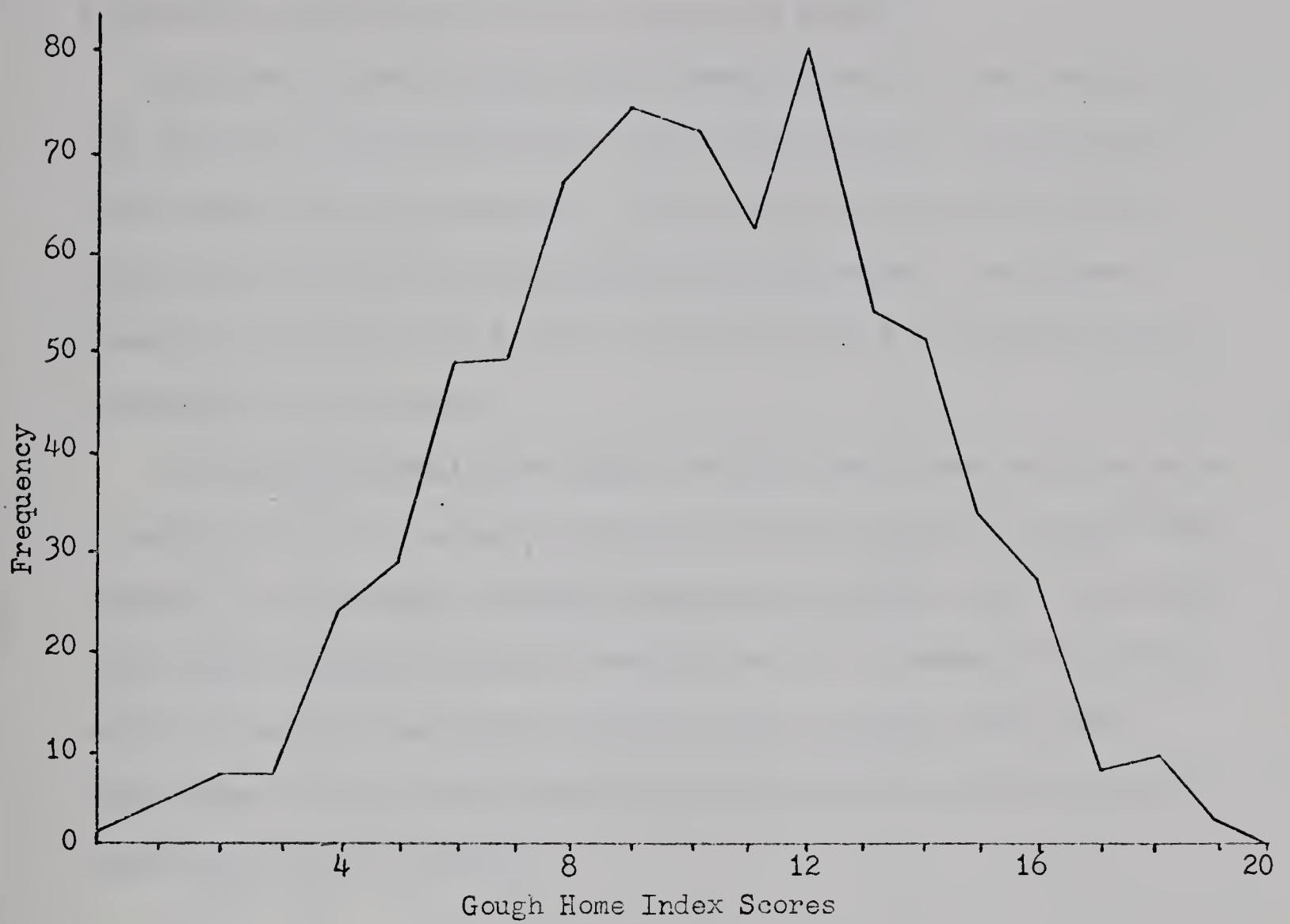


Figure 2. Frequency Polygon of Student Scores on the Gough Home Index Scale.



this reliability of 0.695 compares favorably with the split-half reliability coefficient of 0.77 obtained by Elley.<sup>1</sup>

An item analysis of this scale revealed that all items correlated well with the total test score. The lowest biserial correlation was 0.231 which is still acceptable. This correlation was obtained on item 12 or question 42 in the Student Questionnaire. The highest biserial correlation was 0.696, obtained on item 4 or question 34 in the Student Questionnaire.

The results stated above imply that the Gough Home Index Scale is a useful device for measuring the socio-economic status of high school students. It provides a normal distribution, pupils seem to distribute over almost the whole range of possible scores, it seems to be fairly reliable, and all the items correlated well with the total score. Furthermore, it was administered and scored with ease and was readily understood by the students.

## II. ANALYSIS OF THE DVI

The Differential Values Inventory yielded a total score and scores on eight value scales. Table III gives the means and standard deviations on the total score and on the eight subscales for each of the four groups studied in this research project. Figure 3 is a frequency polygon of the distribution of students on the total DVI score. No

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1. Warwick B. Elley, "A Comparative Analysis of the Socio-Economic Bias in Selected Intelligence Tests" (unpublished Ph. D. dissertation, University of Alberta, 1961), p. 105.



TABLE III

TEACHER, STUDENT, LOW SOCIO-ECONOMIC CLASS STUDENT, AND HIGH SOCIO-ECONOMIC  
CLASS STUDENT MEANS AND STANDARD DEVIATIONS ON THE DVI

Value Scale	Teachers		All Students		Low S.E.S. Students		High S.E.S. Students	
	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.
Total DVI Score	30.984	9.105	30.616	7.994	30.587	8.335	30.630	7.817
Work Success Ethic	7.820	3.414	8.930	2.880	8.928	2.786	9.006	2.925
Future-Time	7.279	2.887	7.118	2.971	7.072	3.107	7.140	2.900
Independence	8.590	2.651	7.291	2.452	7.192	2.314	7.340	2.516
Puritan Morality	7.295	3.246	7.227	2.823	7.396	3.014	7.143	2.719
Sociability	8.672	2.974	9.026	2.526	9.221	2.484	8.928	2.541
Present-Time	8.312	2.800	8.816	2.823	8.647	2.910	8.900	2.775
Conformity	6.312	3.049	6.704	2.773	6.728	2.818	6.685	2.762
Moral Relativism	9.557	2.939	8.838	2.644	8.817	2.702	8.849	2.614





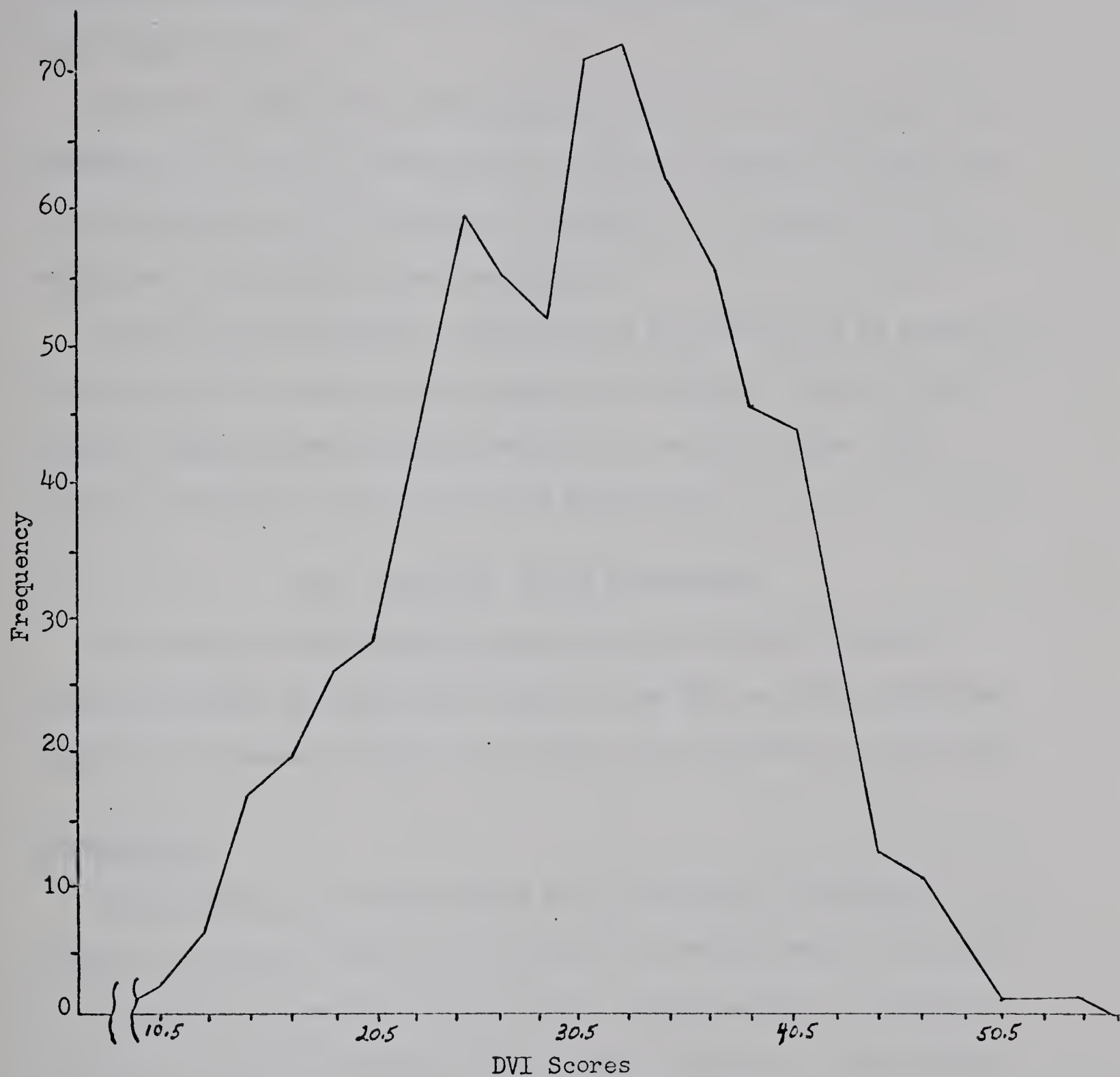


Figure 3. Frequency Polygon of Student Scores on the Differential Values Inventory.



polygon is presented showing the teacher distribution because of the small sample size.

When the distribution represented by Figure 3 was subjected to a goodness of fit test, a chi-square of 21.83 was obtained. Since this is not significant for 16 degrees of freedom it is assumed that the sample was taken from a normal population.

On the DVI, the teachers ranged from a low score of 3 to a high of 49 and the total student sample ranged from 10 to 54. The low socioeconomic class students ranged from 13 to 54 and the higher class students scored from a low of 10 to a high of 52.

### III. ANALYSIS OF THE HYPOTHESES

The tables in this section present the group means, T-values, and probabilities on only those scales of the DVI on which significant differences occurred. Means on the other scales appeared in Table III.

#### Hypothesis 1

Hypothesis 1 stated that there is no significant difference between the student means on the DVI and the teacher means on the DVI.

Students and teachers did not differ significantly on the DVI as a whole but they did differ on three of the subscales. They differed on Work Success, Independence, and Moral Relativism. Table IV compares the two groups on these three value scales.

The teachers scored significantly higher on the traditional value, Independence, and on the emergent value, Moral Relativism.



The students scored significantly higher on the traditional value, Work Success Ethic.

TABLE IV  
COMPARISON OF STUDENT AND TEACHER MEANS ON THREE VALUE SCALES

Value Scale	Student Mean	Teacher Mean	T	Prob.
Work Success	8.93	7.82	2.979	$<.01$
Independence	7.30	8.59	3.910	$<.001$
Moral Relativism	8.84	9.56	2.013	$<.05$

#### Hypothesis 2

Hypothesis 2 stated that there is no significant difference between the high socio-economic class student means on the DVI and the teacher means on the DVI.

The higher social class students and the teachers differed significantly on the same three value scales that the total student sample and the teachers differed on. Table V compares the higher social class students with the teachers on the three value scales on which significant differences occurred.

Again the teachers scored significantly higher on the traditional value, Independence, and on the emergent value, Moral Relativism. The high socio-economic class students scored higher on the traditional value, Work Success Ethic.





TABLE V  
COMPARISON OF HIGH SOCIO-ECONOMIC STATUS STUDENT  
AND TEACHER MEANS ON THREE VALUE SCALES

Value Scale	High S.E.S. Student Mean	Teacher Mean	T	Prob.
Work Success	9.01	7.82	2.916	<.01
Independence	7.34	8.59	3.620	<.001
Moral Relativism	8.85	9.56	1.958	.05



### Hypothesis 3

The third hypothesis stated that there is no significant difference between the low socio-economic class student means on the DVI and the teacher means on the DVI.

The relationships observed in hypotheses 1 and 2 held for these two groups also, except that there was no significant difference on Moral Relativism. (Probability of  $T = .06$ .) The teachers scored significantly higher on Independence while the lower social class students scored significantly higher than teachers on Work Success Ethic. Table VI compares the lower class students and the teachers on these two value scales.

TABLE VI  
COMPARISON OF LOW SOCIO-ECONOMIC STATUS STUDENT  
AND TEACHER MEANS ON TWO VALUE SCALES

Value Scale	Low S.E.S. Student Mean	Teacher Mean	T	Prob.
Work Success	8.93	7.82	2.626	<.01
Independence	7.19	8.59	4.063	<.001

### Hypothesis 4

Hypothesis 4 stated that there is no significant difference between the high socio-economic class student means on the DVI and the low socio-economic class student means on the DVI.



This hypothesis was upheld. None of the nine differences of means between the high and the low socio-economic status groups even approached significance. Therefore, we cannot say that socio-economic status is related to the differential values a student holds as measured by the DVI.

### Discussion

If values are shifting towards the emergent side of the continuum, teachers should have scored higher than students on Work Success and Independence but students should have been higher on Moral Relativism. Since it was hypothesized that socio-economic status would differentiate between the two groups of students on the Spindler continuum, teachers should have been more traditional than one of the student groups and certainly there should have been a difference between the two socio-economic status groups. Since this was not true for these data, there is no basis for placing either group of students and the teachers in this sample at different positions on the traditional-emergent continuum.

### IV. SUMMARY

This chapter analyzed the two scales used in this study and found that both the Gough Home Index Scale and the Differential Values Inventory yielded approximate normal distributions.

The four hypotheses were examined. Teachers scored higher than all groups of students on Independence or the autonomous self scale while students seemed to be more oriented to achievement or the Work Success Ethic than teachers.





Socio-economic status was not related to a student's value pattern as measured by the DVI.

Since none of the student groups differed from teachers on the total DVI score there is no basis for placing students and teachers at different positions on the traditional-emergent continuum.



## CHAPTER V

### VARIABLES RELATED TO STUDENT VALUES AND SOCIO-ECONOMIC STATUS

Sub-problem 2 asked, What variables are related to differences in values within the student body as a whole? Sub-problem 3 asked, How do high socio-economic class students and low socio-economic class students compare on selected variables? The variables referred to are those elicited by means of the Student Questionnaire. These two sub-problems are analyzed together in this chapter. The variables are grouped for presentation into five main areas which form the major headings of the chapter.

#### I. PERSONAL AND FAMILY VARIABLES

##### Age

Age was significantly related to all the value scales on the DVI. The means of the five age groups are tabulated in Table VII.

Spindler's theoretical development led to the prediction that the older students would be more traditional than the younger students. Table VII reveals that this is so except for the 14-years-and-under age group. Neglecting this group, means on the total DVI score and on the traditional values, Work Success, Future-Time, Independence, and Puritan Morality generally increased as age increased. On the emergent scales, Sociability, Present-Time, Conformity, and Moral Relativism, the means generally decreased as age increased.



TABLE VII  
RELATIONSHIP BETWEEN STUDENT VALUES AND AGE

Value Scale	Age in Years					F	Prob.
	14 or less	15	16	17	18 or over		
Total DVI Score	33.00	27.88	29.71	30.65	31.82	7.86	<.001
Work Success Ethic	8.00	8.23	8.59	9.06	9.38	5.78	<.001
Future-Time	9.50	6.20	6.85	7.19	7.43	4.82	<.001
Independence	8.00	6.70	7.24	7.36	7.40	3.45	<.01
Puritan Morality	7.50	6.76	7.02	7.05	7.61	3.73	<.01
Sociability	10.00	9.59	9.25	9.07	8.68	5.72	<.001
Present-Time	8.50	9.50	8.97	8.86	8.52	4.29	<.01
Conformity	6.50	7.74	7.22	6.51	6.25	7.44	<.001
Moral Relativism	6.00	9.29	8.85	8.89	8.74	4.59	.001





The fourteen-or-younger age group held to this pattern on only two of the value scales. They were the least traditional with respect to the Work Success Ethic and most emergent on the Sociability scale. On the other scales, this youngest age group tended to be much more traditional than expected. One reason for this may be that there were a very small number in this category. Only four students, or 0.6 percent of the sample, fell into this age group. This may be a non-representative sample of this age group.

However, there may be another reason for this age group being different. They were young for high school. The mean age of Grade 10 students was 16.15 years. In order to reach high school at such a young age they either started school younger than normal, which suggests early maturity, or they were accelerated through elementary and junior high school, which suggests above average intelligence.

If these younger students matured more rapidly than other members of their age group they would tend to be more like the older students in their values which is true for this sample.

The Newman-Keuls comparisons for Table VII were not meaningful due to the disparity in the size of the sample in the different categories.

The relationship between socio-economic status and all the personal and family variables investigated is summarized in Table VIII. The probability reported is that of obtaining a chi-square as large as or larger than the one observed when the low social class students



TABLE VIII

RELATIONSHIP BETWEEN PERSONAL AND FAMILY CHARACTERISTICS OF STUDENTS AND THEIR SOCIO-ECONOMIC STATUS

Variable		All Students		Low S.E.S. Students		High S.E.S. Students		Prob. of chi-square
		No.	%	No.	%	No.	%	
Age	14 years or less	4	0.6	0	0.0	4	0.9	<.05
	15 years	66	9.4	12	5.1	54	11.5	
	16 years	175	24.8	58	24.7	117	24.9	
	17 years	210	29.8	80	34.0	130	27.7	
	18 years and over	250	35.5	85	36.2	165	35.1	
Totals		705	100.1	235	100.0	470	100.1	
Grade	Ten	255	36.2	89	37.9	166	35.3	.05
	Eleven	201	28.5	77	32.8	124	26.4	
	Twelve	249	35.3	69	29.4	180	38.3	
	Totals	705	100.0	235	100.1	470	100.0	
Sex	Boys	362	51.3	115	48.9	247	52.6	N/S
	Girls	343	48.7	120	51.1	223	47.4	
	Totals	705	100.0	235	100.0	470	100.0	



TABLE VIII (continued)

Variable	All Students No.	All Students %	Low S.E.S. Students No.	Low S.E.S. Students %	High S.E.S. Students No.	High S.E.S. Students %	Prob. of chi-square
Number of Brother's and Sisters							
None	23	3.3	9	3.8	14	3.0	<.001
One	115	16.3	27	11.5	88	18.7	
Two	130	18.4	34	14.5	96	20.4	
Three	144	20.4	31	13.2	113	24.0	
Four or more	293	41.6	134	57.0	159	33.8	
Totals	705	100.0	235	100.0	470	99.9	
Number of Parental Rules Imposed Upon Teenagers							N/S
0	168	23.9	67	28.6	101	21.5	N/S
1	143	20.3	49	20.9	94	20.0	
2	137	19.5	46	19.7	91	19.4	
3	115	16.4	41	17.5	74	15.8	
4	74	10.5	18	7.7	56	11.9	
5	42	6.0	7	3.0	35	7.5	
6	11	1.6	4	1.7	7	1.5	
7	8	1.1	2	0.9	6	1.3	
8	5	0.7	0	0.0	5	1.1	
Totals	703	100.0	234	100.0	469	100.0	





TABLE VIII (continued)

Variable	All Students No.	All Students %	Low S.E.S. Students No.	Low S.E.S. Students %	High S.E.S. Students No.	High S.E.S. Students %	Prob. of chi-square
Mother Working Outside the Home							
Yes	229	32.5	70	29.2	159	33.8	N/S
No	475	67.5	164	70.1	311	66.2	
Totals	704	100.0	234	100.0	470	100.0	
Possession of a Part-Time Job							
Yes	256	36.3	67	28.5	189	40.2	<.01
No	449	63.7	168	71.5	281	59.8	
Totals	705	100.0	235	100.0	470	100.0	
The Thing Most Difficult to Take							
Parents' disapproval	373	53.3	135	57.4	238	51.2	N/S
Teachers' disapproval	34	4.9	10	4.3	24	5.2	
Breaking with a friend	293	41.9	90	38.3	203	43.7	
Totals	700	100.1	235	100.0	465	100.1	



were compared with the higher social class students on each variable. If the value of chi-square was not statistically significant it is reported in Table VIII as N/S (not significant).

The distribution of age by socio-economic status in Table VIII indicates that there were fewer younger and more older students in the lower class group. This suggests that higher social class students reach high school at an earlier age and graduate at a younger age.

#### Grade

In view of the fact that age was so significantly related to values one would expect the same for grade level. (The correlation between age and grade was 0.633.) However, this was not so. Differences between the grade levels were significant on only the Independence and Conformity scales. Table IX outlines the differences between the grades on these values.

TABLE IX  
RELATIONSHIP BETWEEN STUDENT VALUES AND GRADE

Value Scale	Grade			F	Prob.
	10	11	12		
Independence	6.99	7.27	7.63	4.36	.01
Conformity	7.16	6.62	6.30	6.26	<.01



A Newman-Keuls comparison between ordered means found that on Independence the only means that were significantly different were those of the Grade 10's and the Grade 12's. On Conformity, the Grade 10 mean was significantly different from both the Grade 11 and the Grade 12 mean but the Grade 11 and Grade 12 means did not differ.

Since age and grade have a high positive correlation, students in the higher grades should be more traditional. This is borne out in Table IX where the Grade 12 students scored highest on the traditional value, Independence, and lowest on the emergent value, Conformity, and vice-versa for the Grade 10 students.

Table VIII indicated that there were more lower than higher class students in Grade 10 and fewer lower than higher class students in Grade 12. This may have been due to a higher drop-out rate in the lower class group. However, no evidence was gathered to support this conclusion.

### Sex

Some of the studies cited in Chapter II found girls to be more traditional than boys; others came to the opposite conclusion. The results of this study do not agree with either group of writers but indicate a variable pattern. Boys and girls did differ significantly on four value scales, Work Success Ethic, Puritan Morality, Sociability, and Conformity.

Table X shows that boys had a more traditional value pattern in one way in that they scored highest on the traditional value, Work





Success Ethic, and lowest on the emergent value, Sociability.

However, in other ways girls showed a more traditional value pattern in that they scored highest on the traditional value, Puritan Morality, and lowest on the emergent value, Conformity.

TABLE X  
RELATIONSHIP BETWEEN STUDENT VALUES AND SEX

Value Scale	Sex		F	Prob.
	Boys	Girls		
Work Success	9.28	8.73	5.87	<.05
Puritan Morality	6.99	7.48	5.15	<.05
Sociability	8.74	9.32	8.84	<.01
Conformity	6.96	6.46	5.21	<.05

The greatest difference between the sexes was in the area of Sociability. Girls were more concerned with interpersonal relations whereas boys were more concerned with achievement and placed nearer the traditional end of the Work Success-Sociability continuum than the girls.

The distribution by sex in Table VIII on pages 52-54 indicates that the sample consisted of almost an equal number of boys and girls. There was no relationship between sex and socio-economic status. However, when the two low status schools (D and F) were compared with the four higher status schools a significant difference occurred. Table XI shows this latter relationship.



There were more boys than girls in the low status schools while in the higher status schools the boys and girls were about equally distributed. The fact that one of the low status schools was a vocational school does not explain this finding since the distribution by sex was the same in the other low status school which offered mainly a matriculation program. No evidence was gathered to suggest why there should be more boys than girls in low status schools. The reason will have to be left to further study, especially in view of other studies<sup>1</sup> which found that boys dropped out of school sooner and in greater numbers than girls.

TABLE XI

DISTRIBUTION OF STUDENTS BY SEX IN DIFFERENT  
SOCIO-ECONOMIC STATUS SCHOOLS

Sex	Low S.E.S. Schools		High S.E.S. Schools		Total	
	No.	%	No.	%	No.	%
Boys	73	61.3	289	49.2	362	51.3
Girls	46	38.7	298	50.8	344	48.7
Totals	119	100.0	587	100.0	706	100.0
Chi-square = 5.809			Probability < .05			

1. See the following references:

Robert J. Havighurst, et. al., Growing Up in River City (New York: John Wiley and Sons, Inc., 1962), p. 50.

August B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, Inc., 1949), p. 332.





### Number of Brothers and Sisters

Differences in values of students from different size families were significant on only two of the DVI scales, Present-Time and Puritan Morality. Table XII gives the means of the different groups on these two scales.

TABLE XII

RELATIONSHIP BETWEEN STUDENT VALUES AND THE NUMBER  
OF BROTHERS AND SISTERS THEY HAVE

Value Scale	No. of Brothers and Sisters					F	Prob.
	None	One	Two	Three	Four or more		
Puritan Morality	6.04	7.26	6.95	6.86	7.61	3.33	.01
Present-Time	9.52	8.79	9.10	9.29	8.40	3.31	.01

A Newman-Keuls comparison between ordered means found that on Puritan Morality, those who had no brothers or sisters differed from those who had one and from those who had four or more. There were no differences on Present-Time. This is due to the disparity in the N's. On Present-Time, there must be a difference between those who have no brothers or sisters and those who have four or more since these means are the furthest apart.

Since Present-Time is an emergent value, the high score received by students who were the only children in the family indicates that they were the most emergent and oriented to the present. Students





from the largest families were the most future oriented which indicates a traditional value pattern.

The low score received on Puritan Morality by the students with no brothers or sisters also indicates that they were the most emergent. They seemed to be more relativistic with respect to morality than students from the largest families who had the most Puritanical orientation to morality.

Table VIII on pages 52 through 54 indicated that more lower class students (57 percent) came from families of five or more children than from families of less than four children, whereas only 33.8 percent of the higher class students had four or more brothers and sisters. This finding is consistent with other studies in this field.

#### Number of Parental Rules

Eight rules that parents might have for their teenage children were listed and students were asked to indicate which of these were imposed upon them by their parents. (For the kinds of rules listed see item number 22 in the Student Questionnaire, Appendix C.) Responses were coded as the number of rules that parents have.

Table XIII indicates that as the number of rules went up the traditional scores went up and the emergent scores went down. The traditionally oriented students came from families where the parents had more rules for the conduct of their children.

Table VIII (pages 52-54) showed that parents, generally, did not impose an excessive number of rules and regulations upon their adoles-



TABLE XIII

RELATIONSHIP BETWEEN STUDENT VALUES AND THE NUMBER  
OF PARENTAL RULES IMPOSED UPON THEM

Value Scale	Number of Rules			F	Prob.
	0-2	3-5	6-8		
Total DVI Score	29.79	31.58	33.19	4.90	<.01
Work Success	8.75	9.16	10.38	4.28	.01
Puritan Morality	6.89	7.70	8.38	7.94	<.001
Present-Time	9.02	8.43	8.81	3.08	.05
Conformity	6.95	6.46	5.29	5.32	<.01



cent children. Nearly one-quarter of the families did not impose any of the rules listed in the questionnaire item. Parents from the two different social classes did not differ significantly on the number of rules they had for their high school children.

Parents had more rules for their daughters than for their sons. The relationship between sex and the number of rules imposed by parents was significant at beyond the .001 level. Only 30.2 percent of the girls had one rule or less imposed upon them, whereas 57.5 percent of the boys said that they had one rule or less imposed upon them. Nearly 14 percent of the girls had five or more rules to obey but only 5 percent of the boys fell into this category. This indicates that parents keep a closer check on their daughters than on their sons. Boys have more freedom to make their own decisions about their conduct.

#### Mother Working Outside the Home

Table VIII on pages 52 through 54 showed that, although a greater proportion of mothers from high social class backgrounds than from lower class backgrounds worked outside the home, the difference was not significant. About one-third of the mothers of high school children had a job outside the home. This seems to be a high proportion since many of these families were from rural areas or from small villages and hamlets.

Students whose mothers had a job outside of the home did not score significantly different on the DVI from the students whose mothers were not working.





### Part-Time Job

Whether or not a student held a part-time job was unrelated to all of the value scales of the DVI.

The two social classes differed significantly on the possession of a part-time job as Table VIII (pages 52-54) indicated. A greater proportion of higher than lower social class students worked part-time. Over 63 percent of all the students, however, did not have a part-time job.

When grade was held constant a significant difference occurred between the low and high social classes in Grade 11, where a greater proportion of the higher than the lower class students held part-time jobs. Chi-square of 10.495 was significant at beyond the .01 level.

Holding age constant, the only differences found between the social classes were for the 16-year-old group and for the 18-and-over group. In both groups a greater proportion of the higher than of the lower class students held a part-time job. The difference for 16-year-olds was significant at the .01 level and for the 18-years-and-over group it was significant at beyond the .01 level.

A significantly greater proportion of boys held a part-time job than girls.

### The Thing Hardest to Take

An indication of the influence of parents in the value system of students is given by the students' response to the item that asked



which of their parents' disapproval, their teachers' disapproval, or breaking with a friend would be the hardest for them to take. The responses were tabulated in Table VIII on pages 52 through 54. These results indicated that parents exercised a great deal of influence over their teenage children since over one-half of the students felt that their parents' disapproval would be the hardest to take. However, adolescents were also closely tied to their peers since 41.9 percent felt that breaking with a friend would be the hardest thing for them to take.

Friesen<sup>1</sup> found, in a study of many Canadian high school students, that 45.9 percent of the students would find their parents' disapproval the hardest to take and 46.9 percent would find breaking with a friend the hardest to take. That is, parents and friends hold about equal influence in the lives of teenagers. This discrepancy with the present findings may be explained by a difference in the sample. Friesen's sample was drawn from larger urban schools than the sample for this study. One rural-urban difference may be that parents in smaller centers have a greater influence over their children than parents in larger centers.

Disapproval by the teachers did not concern many of the students. Only 4.9 percent felt that this would be the hardest thing for them to

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1. David Friesen, "Value Climates in Canadian High Schools," The Canadian Administrator, Vol. 6; No. 1, October, 1966.





take. This indicates that high school teachers are not a great factor in the value system of high school students.

The thing students found hardest to take was unrelated to socioeconomic status, although there was a tendency for lower class students to be more closely tied to their parents and higher class students to their friends.

The thing students found hardest to take was related to only two of the value scales of the DVI and to the total DVI score. The relationship is summarized in Table XIV.

Students who found it hardest to take their teachers' disapproval had the highest DVI score, were the most future-oriented, and had the lowest score on Moral Relativism. An emergent value pattern was exhibited by those who found breaking with a friend the hardest thing to take.

A Newman-Keuls comparison between ordered means failed to find a significantly different pair on the total score. On Future-Time the difference was between those who found their teachers' disapproval the hardest to take and those who found breaking with a friend the hardest. These same groups differed on Moral Relativism and, in addition, the students who found parents' disapproval the hardest to take differed from those who found teachers' disapproval the hardest thing to take.





TABLE XIV  
RELATIONSHIP BETWEEN STUDENT VALUES AND THE HARDEST THING FOR THEM TO TAKE

Value Scale	The Thing Hardest to Take			F	Prob.
	Parents' Disapproval	Teachers' Disapproval	Breaking With a Friend		
Total DVI Score	31.06	32.35	29.77	3.02	.05
Future-Time	7.35	7.94	6.69	5.63	<.01
Moral Relativism	8.67	7.65	9.21	7.29	<.001



## II. ACADEMIC ORIENTATION

### Favorite Subject

The students were asked to indicate their favorite subject. Responses were coded as academic or non-academic. Students who preferred non-academic subjects differed from students who preferred academic subjects on only one value scale, Future-Time. Students who preferred non-academic subjects had a mean of 7.39 on the Future-Time scale while the students who preferred academic subjects had a mean of 6.91. This difference yielded an F-ratio of 4.357 which was significant at beyond the .05 level.

The majority of students had an academic subject as their favorite. The responses to this question and to all the other questions used in this section are tabulated in Table XV. This distribution suggests that the students in this sample are academically oriented and place considerable emphasis upon school work.

No significant relationship existed between socio-economic status and a student's favorite subject. However, when the two low status schools (D and F) were compared with the four higher status schools a significant difference occurred. Table XVI gives the distribution of the students' favorite subject in the low and high status schools. It seems that students in the two lower social class schools preferred academic subjects more than students in the higher status schools. This is unusual in view of the fact that the largest of the two lower



TABLE XV

RELATIONSHIP BETWEEN ITEMS REFLECTING ACADEMIC ORIENTATION AND THE SOCIO-ECONOMIC STATUS OF STUDENTS

Variable	All Students No.	All Students %	Low S.E.S. Students No.	Low S.E.S. Students %	High S.E.S. Students No.	High S.E.S. Students %	Prob. of chi-square
Favorite Subject							
Non-Academic	292	43.4	94	42.0	198	44.1	N/S
Academic	381	56.6	130	58.0	251	55.9	
Totals	673	100.0	224	100.0	449	100.0	
Number of Subjects Failed Since Starting Grade Nine							
None	314	44.5	101	43.0	213	45.3	
One	127	18.0	42	17.9	85	18.1	
Two	117	16.6	40	17.0	77	16.4	
Three	79	11.2	24	10.2	55	11.7	N/S
Four or more	68	9.6	28	11.9	40	8.5	
Totals	705	99.9	235	100.0	470	100.0	
Seriously Considered Leaving School							
Yes	88	12.5	33	14.1	55	11.7	
No	615	87.5	201	85.9	414	88.3	N/S
Totals	703	100.0	234	100.0	469	100.0	





TABLE XV (continued)

Variable	All Students No.	All Students %	Low S.E.S. Students No.	Low S.E.S. Students %	High S.E.S. Students No.	High S.E.S. Students %	Prob. of chi-square
High School Program							
University entrance	203	28.8	52	22.1	151	32.2	
General	158	22.4	65	27.7	93	19.8	
Commercial	84	11.9	33	14.0	51	10.9	.01
Vocational	259	36.8	85	36.2	174	37.1	
Totals	704	99.9	235	100.0	469	100.0	
Future Educational Plans							
University	103	14.6	22	9.4	81	17.3	
Technical or Vocational School	240	34.1	70	29.8	170	36.2	
Business College	78	11.1	28	11.9	50	10.7	<.01
Nurses Training	33	4.7	15	6.4	18	3.8	
None	96	13.6	44	18.7	52	11.1	
Other	154	21.9	56	23.8	98	20.9	
Totals	704	100.0	235	100.0	469	100.0	
Hours Spent on Homework per Weekday							
None, or almost none	88	12.5	33	14.0	55	11.7	
Less than one hour	217	30.8	69	29.4	148	31.6	
One to two hours	308	43.8	107	45.5	201	42.9	N/S
Between two and three hours	66	9.4	19	8.1	47	10.0	
Three or more hours	25	3.6	7	3.0	18	3.8	
Totals	704	100.1	235	100.0	469	100.0	



TABLE XV (continued)

Variable	All Students		Low S.E.S. Students		High S.E.S. Students		Prob. of
	No.	%	No.	%	No.	%	chi-square
Students' Choice Between Wealth, Education, Fame, or Faith							
Wealth	235	33.7	77	32.9	158	34.1	N/S
Education	261	37.4	78	33.3	183	39.4	
Fame	55	7.9	26	11.1	29	6.3	
Faith	147	21.1	53	22.6	94	20.3	
Totals	698	100.1	234	99.9	464	100.1	
Characteristic Students' Want to be Remembered the Most For							
Outstanding student	287	40.9	104	44.4	183	39.1	N/S
Leader in activities or athletics	247	35.2	81	34.6	166	35.5	
Most popular	168	23.9	49	20.9	119	25.4	
Totals	702	100.0	234	99.9	468	100.0	
Source of Student Worries							
Health	95	13.6	30	12.9	65	13.9	N/S
Academic success	218	31.1	67	28.8	151	32.3	
Acceptance by others	176	25.1	55	23.6	121	25.9	
Others	212	30.2	81	34.8	131	28.0	
Totals	701	100.0	233	100.1	468	100.1	



TABLE XV (continued)

Variable	All Students No.	All Students %	Low S.E.S. Students No.	Low S.E.S. Students %	High S.E.S. Students No.	High S.E.S. Students %	Prob. of chi-square
Most Important Thing to Strive for in School							
Pleasing parents	136	19.7	41	18.0	95	20.6	
Learn as much as possible	270	39.2	84	36.8	186	40.3	
Living up to religious ideals	39	5.7	17	7.5	22	4.8	N/S
Being accepted and liked by others	235	34.1	83	36.4	152	33.0	
Pleasing the teacher	9	1.3	3	1.3	6	1.3	
Totals	689	100.0	228	100.0	461	100.0	
Choice of a Characteristic Most Needed for Success in Life							
Money	53	7.6	19	8.1	34	7.3	
Athletics	7	1.0	2	0.9	5	1.1	
Personality	398	57.1	140	59.8	258	55.7	N/S
Academic achievement	137	19.7	41	17.5	96	20.7	
Friendliness	102	14.6	32	13.7	70	15.1	
Totals	697	100.0	234	100.0	463	99.9	





class schools was a vocational school. The influence of a well-liked teacher of academic subjects may have affected the choices of the students.

TABLE XVI

RELATIONSHIP BETWEEN STUDENTS' CHOICE OF A FAVORITE  
SUBJECT IN DIFFERENT SOCIO-ECONOMIC STATUS SCHOOLS

Favorite Subject	Low S.E.S. Schools		High S.E.S. Schools		Total	
	No.	%	No.	%	No.	%
Non-academic	30	25.6	262	47.0	292	43.3
Academic	87	74.4	295	53.0	382	56.7
Totals	117	100.0	557	100.0	674	100.0

Chi-square = 18.028

Probability  $< .001$

Number of Subjects Failed

The number of subjects a student failed since starting Grade 9 was unrelated to his value pattern as measured by the DVI.

Table XV revealed that over one-half of the respondents in this sample failed at least one subject and nearly 10 percent failed four or more subjects. The lower and higher social classes did not differ significantly with respect to the number of subjects failed. When the two lower status schools were compared with the four higher status schools a significant difference occurred on the number of subjects failed since beginning Grade 9. Table XVII shows this relationship.



TABLE XVII  
NUMBER OF SUBJECTS FAILED BY STUDENTS IN DIFFERENT  
SOCIO-ECONOMIC STATUS SCHOOLS

Number of Subjects Failed Since Start- ing Grade Nine	Low S.E.S. Schools		High S.E.S. Schools		Total	
	No.	%	No.	%	No.	%
None	38	31.9	277	47.2	315	44.6
One	22	18.5	105	17.9	127	18.0
Two	28	23.5	89	15.2	117	16.6
Three	18	15.1	61	10.4	79	11.2
Four or more	13	10.9	55	9.4	68	9.6
Totals	119	99.9	587	100.1	706	100.0

Chi-square = 11.592

Probability < .05



Students in the lower status schools failed more subjects than students in the higher status schools, which is according to expectation.

The difference between the sexes was significant at beyond the .001 level. Over 51 percent of the girls did not fail a subject and only 5.8 percent failed four or more compared to 38.4 percent and 13.3 percent respectively for the boys. Girls seemed to be more successful in their school work than boys did which is in accord with the findings of other studies.

#### Dropping-Out Contemplated

Students were asked whether or not they would leave school before graduation if they had their choice. Those who answered "yes" differed from those who answered "no" on the Moral Relativism scale. Those who would drop-out had a mean of 9.41 and those who would not drop-out had a mean of 8.75. The F-ratio of 4.15 was significant at beyond the .05 level. Students who had contemplated leaving school had a more relativistic moral attitude than those who would not leave school before graduation. The latter were more traditional in this respect.

Table XV on pages 68 through 71 showed that only one-eighth of the students surveyed would leave school before graduation if they had their choice. This is a further indication that today's high school students are not anti-school, but rather seem to be oriented to the school and to school work. They have probably been satisfied with their school experiences.





This variable was not related to the socio-economic status of the students. It was expected, on the basis of other studies, that the lower class students would have contemplated leaving school more than the higher class students. Perhaps most of those who had contemplated leaving school had already done so.

### High School Program

Table XVIII indicates that students in the commercial and vocational programs were the most traditionally oriented. This was indicated by high mean scores on the traditional scales, Future-Time and Puritan Morality, plus the total DVI score and by low mean scores on the emergent values, Sociability, Present-Time, and Conformity. Students in the university entrance program were almost as traditional as the commercial and vocational students. Their mean scores were similar on all scales except Puritan Morality, where the students on the university entrance program scored lower than the commercial and vocational groups. This indicates a more emergent value orientation with respect to the Puritan Morality-Moral Relativism continuum on the part of the students in the university entrance program. On all scales, however, on which significant differences occurred, the students in the general program exhibited the most emergent value pattern.

A Newman-Keuls test found that the means of the students in the general program differed from the means of the other three groups on the total DVI score, Present-Time, and Conformity. On Puritan Morality, the significance was due to the differences between the general group



TABLE XVIII

RELATIONSHIP BETWEEN STUDENT VALUES AND THE HIGH SCHOOL PROGRAM THEY ARE ENROLLED IN

Value Scale	High School Program					F	Prob.
	University Entrance	General	Commercial	Vocational			
Total DVI Score	30.81	28.52	31.49	31.47	5.05	5.05	<.01
Future-Time	7.31	6.51	7.07	7.37	3.16	3.16	<.05
Puritan Morality	6.97	6.68	7.95	7.54	5.61	5.61	<.001
Sociability	9.00	9.46	9.20	8.72	3.06	3.06	<.05
Present-Time	8.80	9.47	8.37	8.57	4.30	4.30	<.01
Conformity	6.54	7.35	6.39	6.54	3.76	3.76	.01



and the commercial group, the general and the vocational groups, and between the university and commercial groups. On Sociability, the difference that caused the significance was between the general and the vocational groups.

When those in the university entrance program were compared with all the others as a single group, no significant differences occurred on any of the value scales.

Table XV (pages 68-71) indicated that the higher social class students outnumbered, proportionately, the lower class students in the university entrance program. Of all the students in this program, 25.6 percent were lower class and 74.4 percent were higher class students. A similar proportion has been found in other studies.

One reason for the large number of students in the vocational program is that two of the six schools were vocational high schools, one of which was the largest school in the sample.

Only 3.9 percent of the boys were enrolled in the commercial course compared to 20.4 percent of the girls. The vocational program was chosen by 42.5 percent of the boys and by 30.9 percent of the girls.

#### Future Education Plans

While the students who were taking the university entrance program were not the most traditional group, those who actually planned to go on to university were, generally, more traditional than those with other educational plans.





Table XIX shows that students who did not plan to take any more education beyond high school were the most emergent on all the value scales on which significant differences occurred.

The Newman-Keuls comparisons resulted in nonsignificance on some of the scales in Table XIX. Consequently, they are omitted from the discussion.

When all the students who did not plan to go on to university were grouped together and compared with university aspirants, the outcome was generally the same as in Table XIX. This comparison is made in Table XX. On all the scales listed in Table XX, the students who planned to go to university had a more traditional score than the other students. This new comparison resulted in significant differences on Present-Time and Moral Relativism which were not present before, but a loss of significance on Sociability and Conformity.

The distribution of this variable in Table XV on pages 68 through 71 resulted in a significant relationship between future educational plans and social class. A greater proportion of the higher than of the lower class students planned to go on to university while a greater proportion of the lower than of the higher class students had no further plans or else plans not included in the other categories.

Most of the boys (52.5 percent) planned to go to a technical or vocational school. Twenty-three percent of the girls had plans other than those listed, 19.5 percent planned to attend business college and 19 percent did not plan to take any further education. Only 3 percent .



TABLE XIX  
RELATIONSHIP BETWEEN STUDENT VALUES AND THE FUTURE EDUCATION PLANS OF STUDENTS

Value Scale	University	Future Education Plans					F	Prob.
		Technical or Vocational	Business	Nursing	None	Other		
Total DVI Score	32.48	31.23	30.42	29.36	28.40	30.26	3.17	4.01
Work Success	9.73	9.38	8.94	9.18	8.03	8.45	5.71	4.001
Future-Time	7.73	7.33	6.58	7.03	6.54	7.06	2.41	4.05
Sociability	8.79	8.71	9.24	9.30	9.69	9.08	2.50	4.05
Conformity	6.17	6.43	6.69	6.85	7.41	6.99	2.82	4.05



TABLE XX

RELATIONSHIP BETWEEN STUDENT VALUES AND TWO CATEGORIES  
OF THEIR FUTURE EDUCATIONAL PLANS

Value Scale	Educational Plans		F	Prob.
	University	Others		
Total DVI Score	32.17	30.21	4.93	<.05
Work Success	9.67	8.82	7.25	<.01
Future-Time	7.64	6.97	4.12	<.05
Sociability	8.80	9.08	0.98	N/S
Present-Time	8.28	8.91	4.01	.05
Conformity	6.33	6.81	2.41	N/S
Moral Relativism	8.43	9.00	3.88	.05





of the boys planned to enter business college and 8.6 percent did not plan to take further education.

### Homework

The amount of homework a student did was significantly related to all the value scales of the DVI. Table XXI summarizes the relationship. The trend on all nine scales was for the traditional score to go up as the amount of homework went up. The correlation between amount of homework and the total DVI score was 0.148 which was significant at less than the .001 level for  $N = 660$ . Those who did between two and three hours of homework on a weekday were the most traditional.

A Newman-Keuls comparison found some significant differences but was not very useful due to large differences in the numbers in each category.

Table XV on pages 68 through 71 gave the distribution of time spent on homework by high school students. From one to two hours seems to be the average time spent on homework on a weekday by the students in this sample. One-eighth of the students did not do any homework. This suggests that the majority of the students take their school work seriously.

There was no relationship between the time spent on homework and a student's socio-economic status. However, when schools D and F (low socio-economic status schools) were compared with the other schools a significant difference in the amount of time spent on homework was observed. It appears from Table XXII that students in the



TABLE XXI  
RELATIONSHIP BETWEEN STUDENT VALUES AND THE TIME SPENT ON HOMEWORK

Value Scale	Hours of Homework per Weekday					F	Prob.
	None	One	1 to 2	Between 2 and 3	3 or more		
Total DVI Score	28.99	29.44	31.10	33.44	33.12	5.15	<.001
Work Success	8.52	8.70	9.06	9.89	9.52	3.06	<.05
Future-Time	6.38	6.83	7.32	7.91	7.52	3.56	<.01
Independence	7.72	6.88	7.33	7.70	7.96	3.18	.01
Puritan Morality	6.38	7.04	7.39	7.94	8.12	4.24	<.01
Sociability	9.18	9.29	9.09	8.11	7.80	4.49	.001
Present-Time	9.63	9.06	8.59	8.15	8.32	3.89	<.01
Conformity	7.18	6.94	6.60	6.09	6.00	2.38	.05
Moral Relativism	9.00	9.26	8.63	8.21	8.76	2.93	<.05



TABLE XXII

RELATIONSHIP BETWEEN TIME SPENT ON HOMEWORK AND  
DIFFERENT SOCIO-ECONOMIC STATUS SCHOOLS

Time Spent on Homework Per Weekday	Low S.E.S. Schools		High S.E.S. Schools		Total	
	No.	%	No.	%	No.	%
None, or almost none	8	6.7	80	13.7	88	12.5
Less than one hour	23	19.3	194	33.1	217	30.8
One to two hours	69	58.0	240	41.0	309	43.8
Between two and three hours	13	10.9	53	9.0	66	9.4
Three or more hours	6	5.0	19	3.2	25	3.5
Totals	119	99.9	586	100.0	705	100.0

Chi-square = 17.725

Probability  $< .01$





lower class schools did more homework than those in the higher class schools. This is interesting in view of the previous finding that students in the lower class schools preferred academic subjects more than students in higher class schools. This may be an indication that lower class students recognize the value of education more than higher social class students, even though they may not be as successful at it.

There was a slight tendency for girls to do more homework than boys. Only 8.7 percent of the girls did no, or almost no homework, while 16.1 percent of the boys fell into this category.

Holding age constant did not produce any significant differences between the social classes on the amount of time spent on homework. When grade was held constant there were still no significant differences between the socio-economic classes. Furthermore, it was found that the three grade levels did not differ significantly from each other. Grade 12 students did not do any more homework than the Grade 10 or 11 students.

The amount of homework a student did was cross tabulated with a number of other time-consuming activities. A number of observations can be made from this analysis.

The students who did the most homework perceived themselves as being nearer to the center of things at school. The observed chi-square of 28.3026 was significant at about the .05 level.

The tendency was for those who did the most homework not to have a part-time job. The significance level was less than .01.



The relationship between the number of extra-curricular activities a student took part in and the amount of homework he did was positive. The chi-square value for the cross tabulation was 57.4282 which was significant at beyond the .001 level.

Three variables were negatively related to the time spent on homework. As the amount of TV watching increased the time spent doing homework went down. This was significant at beyond the .001 level. The same relationship held between the time spent on homework and the amount of dating and between homework and the time spent with the gang. Both of these were significant at beyond the .05 level.

#### Value Placed Upon Education

The value that high school students placed upon education in relation to other things was indicated by the responses to a number of items.

High school students were asked which one of wealth, education, fame, or faith they would choose if they could have only one. Students who chose differently differed markedly on all nine value scales of the DVI. Table XXIII shows the relationship between the means of the different groups. Coding in order from wealth = 1 to faith = 4, the pairs of means that were significantly different by a Newman-Keuls comparison of ordered means are given in Table XXIV.

The students who chose faith had the most traditional value pattern. They had the highest mean total score, the highest score on the traditional values, Future-Time, Independence, and Puritan Morality,



TABLE XXIII

RELATIONSHIP BETWEEN STUDENT VALUES AND THEIR CHOICE  
OF WEALTH, EDUCATION, FAME, OR FAITH

Value Scale	Students' Choice					Prob.
	Wealth	Education	Fame	Faith	F	
Total DVI Score	27.97	31.94	28.49	33.18	18.64	<.001
Work Success	8.43	9.54	8.56	9.05	6.79	<.001
Future-Time	6.48	7.48	6.53	7.72	7.94	<.001
Independence	6.94	7.35	6.89	7.83	4.55	<.01
Puritan Morality	6.13	7.57	6.51	8.58	28.60	<.001
Sociability	9.34	8.80	9.75	8.66	4.49	<.01
Present-Time	9.80	8.30	8.96	8.07	16.89	<.001
Conformity	7.46	6.37	7.20	5.92	12.07	<.001
Moral Relativism	9.43	8.59	9.60	8.14	10.16	<.001

TABLE XXIV

NEWMAN-KEULS COMPARISON OF THE MEANS IN TABLE XXIII

Value Scale	Pairs of Means Significantly Different
Total DVI Score	2 > 1, 4 > 1, 2 > 3, 4 > 3
Work Success	2 > 1, 2 > 3
Future-Time	2 > 1, 4 > 1, 2 > 3, 4 > 3
Independence	4 > 1, 4 > 3
Puritan Morality	4 > 1, 4 > 2, 4 > 3, 2 > 1, 2 > 3
Sociability	3 > 2, 3 > 4
Present-Time	1 > 2, 1 > 3, 1 > 4, 3 > 4
Conformity	1 > 2, 3 > 2, 1 > 4, 3 > 4
Moral Relativism	1 > 2, 3 > 2, 1 > 4, 3 > 4





and the lowest mean scores on all the emergent values. However, on Work Success, the students who chose education were the most traditional although not significantly more than those who chose faith. Both of these groups were the most oriented to work and achievement.

The students who chose wealth and fame exhibited the most emergent value pattern. Wealth was generally chosen by the more emergent students. Fame was the choice of those who were more oriented to Sociability and Moral Relativism.

Table XV on pages 68 through 71 revealed that there was no significant relationship between the choice made by teenagers and their social class.

Education was chosen more frequently than any other thing. This is significant in that it indicates that teenagers value education more highly than they are often given credit for.

When students were separated by sex it was found that education was the first choice of girls (36.6 percent) with faith as second choice (31.0 percent). Boys chose wealth first (41.1 percent) and education second (38.3 percent). The difference between the sexes produced a chi-square of 44.464 with three degrees of freedom which was significant at beyond the .001 level.

When asked what they would most like to be remembered at school for the students responded as tabulated in Table XV on pages 68 through 71. These results do not agree with the findings of



Coleman<sup>1</sup> that athletics for boys and leadership in activities or popularity for girls were very important. The value placed on athletics and popularity by American students was not shared by students in Alberta, who placed a much greater emphasis upon being an outstanding student. Academic achievement is an important part of the value system of the students in this sample. Fortunately, the results of other studies enables a more general statement to be made. Academic achievement is a very important part of the value system of Canadian high school students. Friesen<sup>2</sup> found that 43.5 percent of Edmonton high school students wished to be remembered as an outstanding student compared to 26.0 percent for athletic star and 30.5 percent for being the most popular. In Ottawa, the respective percentages were 54.0, 25.4, and 17.3, while in a number of mid-western schools students responded 60.8 percent 22.6 percent, and 15.1 percent, respectively.

There was no difference between the low and the high socio-economic status students on their choice of the thing they wanted to be remembered at school for. However, Table XXV shows that there was a difference between the students in the high and low socio-economic status schools. In the high status schools pupils wanted to be remembered for being a leader almost as much as for being an out-

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1. James S. Coleman, The Adolescent Society (New York: The Free Press of Glencoe, 1961), pp 28-30.

2. David Friesen, "Academic-Athletic-Popularity Syndrome in the Canadian High School Society (1967)," p. 10. (Mimeographed.)





standing student. Students in the lower class schools tended to place more emphasis on being an outstanding student than students in the higher class schools. This finding is consistent with the previous findings that students in lower social class schools did a greater amount of homework and preferred academic subjects more than students in higher social class schools. These findings are not supported in the literature. Do lower social class schools in Alberta create more of an academic atmosphere than higher class schools or is this peculiar to the two low schools in this sample? Further research is needed to resolve this issue.

TABLE XXV

DISTRIBUTION OF THE THING STUDENTS WANT TO BE REMEMBERED  
FOR IN DIFFERENT SOCIO-ECONOMIC STATUS SCHOOLS

Thing Students Want to be Remembered For	Low S.E.S. Schools		High S.E.S. Schools		Total	
	No.	%	No.	%	No.	%
Outstanding student	61	51.3	227	38.9	288	41.0
Leader in activities or athletics	34	28.6	213	36.5	247	35.1
Most popular	24	20.2	144	24.7	168	23.9
Totals	119	100.1	584	100.1	703	100.0

Chi-square = 6.295

Probability = .05

The difference between the boys and girls on their choice of the thing they wanted to be remembered for was significant at the .01 level. Over 39 percent of the boys wanted to be remembered most for being a





leader in athletics or activities and 35.5 percent wanted to be remembered as an outstanding student. The girls wanted to be remembered mainly for their scholastic achievement (46.8 percent) with leadership being their second choice (31.0 percent).

Students who responded differently to this question differed markedly on all the value scales of the DVI as Table XXVI shows. On the total DVI score, Work Success, Future-Time, Sociability, Present-Time, and Conformity, a Newman-Keuls comparison found that each mean was significantly different from every other mean. On Independence, the students who wanted to be remembered as an outstanding student scored significantly higher than both of the other two groups. On Puritan Morality, it was the group who wanted to be popular that differed from the other two groups, and on Moral Relativism, the outstanding student group differed significantly from the popular group, where those who wanted to be remembered for being most popular had a much higher score.

On all eight value scales as well as on the total score, the students who wanted to be remembered as an outstanding student were clearly the most traditional, and those who wanted to be the most popular were the most emergent in their value pattern.

Students who had different kinds of worries were also very different in their value pattern as Table XXVII indicates. The students who worried most about academic success seem to have had the most traditional value pattern and those who worried most about acceptance by friends seem to have had the most emergent value pattern.



TABLE XXVI

RELATIONSHIP BETWEEN STUDENT VALUES AND WHAT  
THEY WANT TO BE REMEMBERED FOR

Value Scale	Wanted to be Remembered For				
	Outstanding Student	Leader	Most Popular	F	Prob.
Total DVI Score	33.06	30.09	27.11	33.02	<.001
Work Success	9.75	8.77	7.93	23.46	<.001
Future-Time	7.76	6.87	6.32	14.06	<.001
Independence	7.71	7.11	6.86	7.64	<.001
Puritan Morality	7.84	7.34	5.99	24.71	<.001
Sociability	8.35	9.22	9.91	22.78	<.001
Present-Time	8.15	8.92	9.82	19.95	<.001
Conformity	5.97	6.84	7.77	24.37	<.001
Moral Relativism	8.48	8.92	9.38	6.43	<.01

TABLE XXVII

RELATIONSHIP BETWEEN STUDENT VALUES AND  
THE SOURCE OF THEIR WORRIES

Value Scale	Source of Student Worries				F	Prob.
	Health	Academic Success	Acceptance by Others	Other		
Total DVI Score	30.42	33.24	28.08	30.03	15.08	<.001
Work Success	8.58	9.98	8.56	8.46	13.65	<.001
Future-Time	7.11	7.72	6.51	6.99	5.70	<.001
Independence	7.58	7.68	6.55	7.36	7.85	<.001
Puritan Morality	7.16	7.86	6.46	7.23	8.33	<.001
Sociability	8.92	8.42	9.83	9.04	10.63	<.001
Present-Time	9.41	8.05	9.33	8.92	9.14	<.001
Conformity	6.75	5.73	7.59	6.95	16.36	<.001
Moral Relativism	8.51	8.56	9.15	9.05	2.63	.05





This is consistent with the theory underlying the traditional-emergent concept.

Table XXVIII shows which means were significantly different by a Newman-Keuls comparison of ordered means. The means are numbered in the order they appeared in Table XXVII.

The distribution of the source of worry for the different social classes was given in Table XV (pages 68-71) and the distribution for students in the low and high status schools is presented in Table XXIX. The difference between the kinds of worries held by the low and the high socio-economic classes was far from significant, but it was significant between the high and the low status schools. Students in the lower class schools (schools D and F) seemed more concerned about academic success than students in the higher class schools who, in turn, seem to have had more worries that were not listed than the students in the low social class schools. Again this is consistent with previous findings in this study.

The distribution in Table XV of the kinds of worries students have provides another indication that school is important to Alberta adolescents. The highest percentage of students in the sample were worried about their academic success although almost an equal number of them had worries other than those listed in the questionnaire item. Very few of the students in this sample appeared worried about their health.





TABLE XXVIII

NEWMAN-KEULS COMPARISON OF THE MEANS IN TABLE XXVII

Value Scale	Pairs of Means Significantly Different
Total DVI Score	1 > 3, 2 > 1, 2 > 3, 2 > 4, 4 > 3
Work Success	2 > 1, 2 > 3, 2 > 4
Future-Time	2 > 3
Independence	1 > 3, 2 > 3, 4 > 3
Puritan Morality	1 > 3, 2 > 1, 2 > 3, 2 > 4, 4 > 3
Sociability	3 > 1, 3 > 2, 3 > 4
Present-Time	1 > 2, 3 > 2, 4 > 2
Conformity	3 > 1, 3 > 2, 3 > 4, 1 > 2, 4 > 2

TABLE XXIX

DISTRIBUTION OF THE SOURCE OF STUDENT WORRIES IN  
DIFFERENT SOCIO-ECONOMIC STATUS SCHOOLS

Source of Student Worry	Low S.E.S. Schools		High S.E.S. Schools		Total	
	No.	%	No.	%	No.	%
Health	14	11.9	81	13.9	95	13.5
Academic success	47	39.8	171	29.3	218	31.1
Acceptance by others	33	28.0	144	24.7	177	25.2
Others	24	20.3	188	32.2	212	30.2
Totals	118	100.0	584	100.1	702	100.0

Chi-square = 8.803

Probability &lt; .05



What a student strives for in high school was very strongly related to his value pattern as Table XXX indicates. Students who had strong enough religious convictions to make living up to religious ideals the most important thing to strive for had the most traditional value pattern. The students with the most emergent value pattern were clearly those who felt that the most important thing to strive for in high school was to be accepted and liked by other students.

Table XXXI lists the pairs of means that were significantly different by a Newman-Keuls comparison. The means are coded from 1 to 5 in the order they appear in Table XXX.

Although students who thought living up to their religious ideals was the most important thing to strive for had the most traditional value pattern they comprised a very small group. Table XV on pages 68 through 71 revealed that only 5.7 percent of the sample felt that this was the most important thing to strive for in high school.

A greater percentage of lower class students than higher class students felt that living up to their religious ideals was important. The same was true for striving to be accepted and liked by other students. More higher than lower socio-economic class students thought that pleasing their parents and learning as much as possible were the important things to strive for in school. However, none of these differences between the two social classes were statistically significant.

The previous conclusion that high school teachers do not greatly influence the value system of their students is supported by the finding



TABLE XXX

RELATIONSHIP BETWEEN STUDENT VALUES AND THEIR CHOICE OF THE  
IMPORTANT THING TO STRIVE FOR IN HIGH SCHOOL

Value Scale	The Important Thing to Strive For in High School						Prob.
	Please Parents	Learn as much as Possible	Live up to Religious Ideals	Accepted by Others	Please Teachers	F	
Total DVI Score	30.61	32.66	37.72	26.98	29.22	28.18	<.001
Work Success	8.77	9.69	10.08	8.01	8.56	13.24	<.001
Future-Time	6.91	7.78	8.59	6.19	6.33	12.59	<.001
Independence	7.66	7.63	8.74	6.53	7.56	11.96	<.001
Puritan Morality	7.27	7.57	10.31	6.26	6.78	21.83	<.001
Sociability	9.06	8.36	7.62	10.07	9.22	19.56	<.001
Present-Time	8.99	8.25	6.69	9.71	9.22	15.45	<.001
Conformity	6.49	6.01	5.10	7.86	7.22	19.78	<.001
Moral Relativism	8.86	8.70	6.87	9.38	9.11	8.48	<.001





TABLE XXXI

NEWMAN-KEULS COMPARISON OF THE MEANS IN TABLE XXX

Value Scale	Pairs of Means Significantly Different
Total DVI Score	3 > 1, 3 > 2, 3 > 4, 3 > 5, 2 > 4
Work Success	3 > 4
Future-Time	3 > 1, 3 > 4, 3 > 5
Independence	3 > 4
Puritan Morality	3 > 1, 3 > 2, 3 > 4, 3 > 5
Sociability	1 > 3, 4 > 2, 4 > 3, 5 > 3
Present-Time	1 > 3, 2 > 3, 4 > 3, 5 > 3
Conformity	4 > 2, 4 > 3, 5 > 3
Moral Relativism	1 > 3, 2 > 3, 4 > 3, 5 > 3



that only 1.3 percent of the students believed that the most important thing to strive for was to please the teacher.

Further evidence for the earlier contention that this sample of Alberta high school students were highly academically oriented is gathered from Table XV on pages 68 through 71. The highest percentage of students (39.2) felt that they should strive to learn as much as possible, although being accepted and liked by others was also valued highly as the thing to strive for in school (34.1 percent).

Girls were not so sure that they should strive to learn as much as possible. To the girls, being accepted and liked by others (33.1 percent) was just as important as learning (32.5 percent). Many girls (26.9 percent) also felt that the most important thing to strive for was to please their parents. Boys clearly felt that learning as much as possible was the most important thing to strive for with 45.5 percent of the boys choosing this response. Nearly 35 percent of the boys believed they should strive to be accepted and liked by others and only 13.1 percent checked "pleasing parents" as the thing to strive for. It seems that adolescent boys are realistic enough to realize that education will play an important part in their future success.

Students were asked to choose the characteristic they thought was most needed for success in life. Students with the most traditional value pattern were those who chose academic achievement. Table XXXII shows that they had the highest DVI score, the highest mean on Work Success and Future-Time, and the lowest scores on all the emergent values except Moral Relativism, on which no significant differences



TABLE XXXII

RELATIONSHIP BETWEEN STUDENT VALUES AND THEIR CHOICE OF  
THE CHARACTERISTIC MOST NEEDED FOR SUCCESS IN LIFE

Value Scale	Characteristic Most Needed For Success					F	Prob.
	Money	Athletics	Personality	Academic Achievement	Friendliness		
Total DVI Score	27.91	27.86	29.96	33.01	31.68	6.10	<.001
Work Success	8.38	8.29	8.67	10.11	9.09	7.43	<.001
Future-Time	6.34	5.57	6.95	7.93	7.13	4.34	<.01
Puritan Morality	5.75	6.71	7.08	7.69	8.03	7.11	<.001
Sociability	8.94	9.00	9.30	8.14	9.13	5.57	<.001
Present-Time	10.08	10.00	8.94	8.04	8.53	6.12	<.001
Conformity	7.60	7.29	6.84	6.23	6.21	3.55	<.01





occurred. The students exhibiting the most emergent value pattern were those who felt that money or athletics were the most important characteristics needed for success in life.

Most Newman-Keul comparisons were not significant because of the extremes in the numbers in each category.

Table XV (pages 68-71) indicated that there was no significant relationship between socio-economic status and students' choice of the most important characteristic needed for success in life. The majority of both social classes felt that personality was the most needed characteristic for success in life and that athletics and even money were not needed. Academic achievement took second place but was far behind personality.

Both the boys and the girls felt that personality was the most needed characteristic for success in life but girls chose this more than boys. Two-thirds of the girls chose this compared to 48.3 percent of the boys. The sexes differed also on their choice of money and academic achievement. With respect to money, 12.6 percent of the boys felt that it was the most important compared to 2.4 percent of the girls. Boys emphasized academic achievement (23.5 percent) more than the girls (15.6 percent). This agrees with the previous finding that boys emphasized learning more than the girls as the thing to strive for in high school.



### III. INVOLVEMENT IN SCHOOL AND COMMUNITY ACTIVITIES

#### School Activities

An indirect method of discovering the degree of involvement in school activities was used when the students were given a diagram of five concentric circles labelled from 'A' at the center to 'E' at the outside. They were asked to indicate where they thought they stood with respect to the activities that went on at school. (This is item number 23 in the Student Questionnaire--Appendix C.) The distribution of responses to this and all items used in this section are tabulated in Table XXXIII. Only a small proportion of the total sample perceived themselves as being near the center of activities.

How far from the center of things a student perceived himself to be was unrelated to all of the DVI scales and to socio-economic status. There was, however, a significant difference between students in the low and high socio-economic status schools. Students in the higher status schools seem to have pictured themselves on the outside of things whereas students in the lower status schools perceived themselves to be nearer the center of activities at school. The difference was significant at beyond the .001 level. Table XXXIV tabulates this distribution.

Size of school probably influenced this to a considerable extent. Students in smaller schools have a greater chance of being highly involved in school activities than students in larger schools. Since the





TABLE XXXIII

RELATIONSHIP BETWEEN ITEMS REFLECTING STUDENT INVOLVEMENT IN SCHOOL AND  
COMMUNITY ACTIVITIES AND THEIR SOCIO-ECONOMIC STATUS

Variable	All Students		Low S.E.S. Students		High S.E.S. Students		Prob. of
	No.	%	No.	%	No.	%	chi-square
Perceived Distance From the Center of Things at School							
A (center)	44	6.3	18	7.7	26	5.6	N/S
B	99	14.1	26	11.2	73	15.6	
C	217	31.0	76	32.6	141	30.1	
D	163	23.3	52	22.3	111	23.7	
E (outside)	178	25.4	61	26.2	117	25.0	
Totals	701	100.1	233	100.0	468	100.0	
Number of Extra-Curricular Activities Participated in at School							
None	274	38.9	98	41.7	176	37.4	N/S
One	193	27.4	63	26.8	130	27.7	
Two	135	19.1	45	19.1	90	19.1	
Three	59	8.4	21	8.9	38	8.1	
Four or more	44	6.2	8	3.4	36	7.7	
Totals	705	100.0	235	99.9	470	100.0	





TABLE XXXIII (continued)

Variable	All Students		Low S.E.S. Students		High S.E.S. Students		Prob. of
	No.	%	No.	%	No.	%	chi-square
Number of Organized Out-of-School Activities Participated in							
None	198	28.1	103	43.8	95	20.3	<.001
One	169	24.0	47	20.0	122	26.0	
Two	184	26.1	50	21.3	134	28.6	
Three	83	11.8	20	8.5	63	13.4	
Four or more	70	9.9	15	6.4	55	11.7	
Totals	704	99.9	235	100.0	469	100.0	
Church Membership							
Yes	471	67.1	153	65.4	318	67.9	N/S
No	231	32.9	81	34.6	150	32.1	
Church Attendance							
Never	353	50.1	142	60.4	211	45.0	<.001
Occasionally	196	27.8	54	23.0	142	30.3	
Regularly	155	22.0	39	16.6	116	24.7	
Totals	704	99.9	235	100.0	469	100.0	



TABLE XXXIV

DISTRIBUTION OF STUDENTS' PERCEIVED DISTANCE FROM THE CENTER  
OF THINGS IN DIFFERENT SOCIO-ECONOMIC STATUS SCHOOLS

Perceived Distance From the Center	Low S.E.S. Schools		High S.E.S. Schools		Total	
	No.	%	No.	%	No.	%
A (center)	11	9.4	33	5.6	44	6.3
B	18	15.4	81	13.8	99	14.1
C	53	45.3	164	28.0	217	30.9
D	20	17.1	144	24.6	164	23.4
E (outside)	15	12.8	163	27.9	178	25.4
Totals	117	100.0	585	99.9	702	100.1

Chi-square = 22.828

Probability &lt;.001



two lower class schools in this sample stood 4th and 6th in size, the difference may be explained by size rather than by socio-economic status.

A more direct method of finding how involved students were in school activities was to ask them how many extra-curricular activities they participated in. It was found that extra-curricular activity was not related significantly to students' value patterns or to their socio-economic status. Table XXXVIII revealed that the greatest proportion of both social classes did not engage in any extra-curricular activities in school. The high socio-economic class students had a slight tendency to participate in more extra-curricular activities than the lower class students but this was not statistically significant.

This lack of relationship is difficult to explain because other studies<sup>1</sup> have found a close relationship between extra-curricular activity and socio-economic status with the higher group participating in more activities. Size of school does not seem to make the difference since there was also no difference between the two groups in the largest school in this sample. Holding age constant did not yield any significant differences. When grade was held constant only in Grade 10 did the two social classes differ. The difference was significant at the .05 level. The higher socio-economic class students participated in more extra-curricular activities than the lower class students in

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1. See the following references:

Stephen Abrahamson, "Our Status System and Scholastic Rewards," Journal of Educational Sociology, 25:441-450, April, 1952.

David Friesen, "Some Characteristics of High School Students From Three Socio-Economic Groups," p. 9. (Mimeographed.)





Grade 10.

### Community Activities

The number of extra-curricular activities a student takes part in at school was unrelated to his value pattern and so was the number of organized activities a student engages in outside of school.

Table XXXIII (pages 101-102) indicated that the lower social class students took part in fewer organized activities out of school than did the higher social class students

When age and grade were held constant this same positive relationship between the number of out-of-school activities and socio-economic status held for each grade and each age group.

Boys participated in more out-of-school activities than girls did. The difference was significant at less than the .01 level. About 27 percent of the boys participated in three or more activities whereas only about 16 percent of the girls were this active.

The fact that there was a significant difference between the two social classes on this variable, coupled with the previous finding that lower class students came from larger families than higher class students, may provide a reason for there being no difference between the social classes on the number of extra-curricular activities they took part in. Community activities often have to be paid for which means that lower class families can not provide these activities for all the members of their large families. School activities, on the other hand require no, or only a nominal financial outlay, making it as



easy for lower class as for higher class students to participate in them.

Church membership and attendance are other indicators of student involvement in the community. Table XXXV shows that students who belonged to a church differed significantly from those who were non-members on four of the value scales of the DVI. Church members were more traditional which resulted in the higher scores on the DVI and on Puritan Morality, and lower scores on Present-Time and Moral Relativism. The greatest difference between the two groups was on Puritan Morality and Moral Relativism. Church members placed toward the traditional end of this continuum whereas non-members took a relativistic view of morality and placed toward the emergent end. This finding was according to expectation.

TABLE XXXV

## RELATIONSHIP BETWEEN CHURCH MEMBERSHIP AND STUDENT VALUES

Value Scale	Membership		F	Prob.
	Yes	No		
Total DVI Score	31.07	29.73	4.08	<.05
Puritan Morality	7.49	6.69	12.11	<.001
Present-Time	8.61	9.18	5.99	.01
Moral Relativism	8.64	9.21	6.87	<.01

The distribution of members and non-members for the two social classes was tabulated in Table XXXVIII on pages 101 through 102. There





was no significant difference between the social class groups on church membership. Table XXXIII indicated that the majority of high school students belonged to a church.

Sex differences on church membership were significant at beyond the .001 level. Over 60 percent of the boys held a membership in a church whereas nearly 75 percent of the girls did.

The correlation between church attendance and scores on the DVI was 0.157 which, for this size of sample, was highly significant. Regular attenders scored consistently higher on the traditional scales and consistently lower on the emergent scales with the non-attenders scoring vice-versa. Table XXXVI indicates that on all scales the occasional attenders scored between the other two groups.

Applying a Newman-Keuls comparison, it was found that regular attenders differed significantly from non-attenders on all the scales and from occasional attenders on all the scales in Table XXXVI except Future-Time and Conformity. The difference between non-attenders and occasional attenders was significant on only Puritan Morality and Conformity.

In spite of the previous finding that two-thirds of today's adolescents belonged to a church, Table XXXIII indicated that only about one-half attended church at all and only 22 percent attended regularly.





TABLE XXXVI  
RELATIONSHIP BETWEEN STUDENT VALUES AND CHURCH ATTENDANCE

Value Scale	Church Attendance			F	Prob.
	None	Occasional	Regular		
Total DVI Score	29.43	30.71	33.17	12.20	<.001
Future-Time	6.78	7.21	7.73	5.67	<.01
Independence	7.20	7.10	7.77	3.89	<.05
Puritan Morality	6.67	7.41	8.27	18.88	<.001
Present-Time	9.16	8.78	8.08	8.03	<.001
Conformity	7.13	6.47	6.00	9.96	<.001
Moral Relativism	9.20	8.84	8.03	10.70	<.001



There was a highly significant difference between the two social classes on the frequency of church attendance as Table XXXIII on pages 101 through 102 indicated. The lower social class students attended less than the higher social class students. It appears, therefore, that lower class students are not involved as much in community activities as the higher class students.

#### IV. LEISURE TIME PURSUITS

##### Dating

Table XXXVII indicates that those who did not date were the most traditional and those who dated most frequently were the most emergent. A Newman-Keuls comparison between ordered means found that the students who did not date were significantly different from those who dated once a month, once per week, and more than twice a week, but not different from those who dated twice per week on the DVI score. The same comparison showed that on Work Success, Future-Time, Sociability, and Present-Time, those who did not date were significantly different from all the others, but there were no differences between any of the groups who did date. On Puritan Morality, the significant differences were between those who did not date and those who dated once a month and those who dated more than twice a week. The only significant difference on Conformity that resulted from the Newman-Keuls test was between those who dated twice a week and those who dated more than twice a week.



TABLE XXXVII  
RELATIONSHIP BETWEEN STUDENT VALUES AND FREQUENCY OF DATING

Value Scale	Frequency of Dating				F	Prob.
	None	Once/mo.	Once/wk.	Twice/wk.	More than twice/wk.	
Total DVI Score	32.51	29.62	29.75	31.44	29.32	4.25 <.01
Work Success	9.81	8.70	8.93	8.97	8.27	5.27 <.001
Future-Time	7.99	6.70	6.83	7.27	6.60	5.25 <.001
Puritan Morality	7.79	6.94	6.86	7.59	6.88	3.63 <.01
Sociability	8.31	9.26	9.38	8.92	9.31	4.63 .001
Present-Time	8.01	9.32	9.01	8.75	9.16	4.64 .001
Conformity	6.35	6.82	6.99	6.26	7.19	2.98 <.05





There was a positive correlation between socio-economic status and the amount of dating. Table XXXVIII indicates that the higher socio-economic status students dated more frequently with 17.3 percent dating more than twice a week and 25.2 percent dating twice per week compared to 13.7 percent and 15.0 percent, respectively, for the lower class students. At the other end of the scale 26.5 percent of the lower class students did not date compared to only 18.8 percent of the higher social class teenagers.

When age and grade were held constant significant differences occurred in Grade ten where the higher social class students dated more frequently. (Probability of less than .05.) Differences also occurred within the 16 and 17-year-old groups. (Probability = .01 for both groups.) The same positive relationship existed for the two age groups as for the Grade 10 students.

These results are the opposite of those found in two large Eastern Canada high schools.<sup>1</sup> It was hypothesized that the size of the center in which the schools were located may account for this discrepancy. However, the higher class students dated more frequently than the lower class students in the largest school in this sample which was located in an urban center of over 26,000 people. (Probability = .05.) Therefore, size of school, or of the center in which it is located, does not seem to account for the disagreement. Further research needs to consider other variables that may account for different dating patterns between the various social classes.

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1. Friesen, Ibid., p. 6.



TABLE XXXVIII

RELATIONSHIP BETWEEN VARIOUS LEISURE TIME PURSUITS OF STUDENTS AND THEIR SOCIO-ECONOMIC STATUS

Variable	All Students No.	All Students %	Low S.E.S. Students No.	Low S.E.S. Students %	High S.E.S. Students No.	High S.E.S. Students %	Prob. of chi-square
Frequency of Dating							
None	150	21.4	62	26.5	88	18.8	
Once per month	109	15.5	43	18.4	66	14.1	
Once per week	177	25.2	62	26.5	115	24.6	
Twice per week	153	21.8	35	15.0	118	25.2	
More than twice per week	113	16.1	32	13.7	81	17.3	<.01
Totals	702	100.0	234	100.1	468	100.0	
Going Steady							
Yes	244	34.7	67	28.5	177	37.8	
No	459	65.3	168	71.5	291	62.2	<.05
Totals	703	100.0	235	100.0	468	100.0	
Evenings Spent with the Gang Each Week							
None	201	28.8	70	30.0	131	28.1	
One	200	28.6	65	27.9	135	29.0	
Two or more	293	42.6	98	42.1	200	42.9	N/S
Totals	699	100.0	233	100.0	466	100.0	





TABLE XXXVIII (continued)

Variable	All Students No.	All Students %	Low S.E.S. Students No.	Low S.E.S. Students %	High S.E.S. Students No.	High S.E.S. Students %	Prob. of chi-square
Frequency of Movie Attendance							
Never, or almost never	125	17.8	51	21.7	74	15.8	
About once per month	285	40.5	83	35.3	202	43.1	N/S
Once per week	264	37.5	89	37.9	175	37.3	
Twice per week or more	30	4.3	12	5.1	18	3.8	
Totals	704	100.1	235	100.0	469	100.0	
Time Spent Watching TV on a Weekday							
None, or almost none	124	17.6	44	18.8	80	17.0	
Less than one hour	131	18.6	43	18.4	88	18.7	
One to two hours	241	34.2	78	33.3	163	34.7	N/S
Between two and three hours	124	17.6	40	17.1	84	17.9	
Three or more hours	84	11.9	29	12.4	55	11.7	
Totals	704	99.9	234	100.0	470	100.0	
Favorite Type of TV Program							
Western	146	20.9	72	30.9	74	15.9	
Quiz or contest	50	7.2	25	10.7	25	5.4	
Interviews or news	57	8.2	15	6.4	42	9.0	<.001
Sports	129	18.5	39	16.7	90	19.4	
Comedy	316	45.3	82	35.2	234	50.3	
Totals	698	100.1	233	99.9	465	100.0	





TABLE XXXVIII (continued)

Variable	All Students		Low S.E.S. Students		High S.E.S. Students		Prob. of chi-square
	No.	%	No.	%	No.	%	
Extent of Travel							
Not outside of Alberta	155	22.0	102	43.4	53	11.3	
To other provinces of Canada	245	34.8	86	36.6	159	33.8	
To the United States	264	37.4	44	18.7	220	46.8	<.001
Outside of North America	41	5.8	3	1.3	38	8.1	
Totals	705	100.0	235	100.0	470	100.0	



Girls dated more frequently than did the boys. The difference between them was significant at beyond the .001 level. Of the girls, 25.4 percent dated once a month or less and 50.3 percent dated twice a week or more. The percentages for the boys were 47.6 and 26.3, respectively. This agrees with the Eastern Canada study referred to above and with other studies.

In addition to the frequency of dating, students were asked to indicate whether or not they were going steady. This variable was significantly related to the traditional value, Independence, and to the emergent value, Moral Relativism. Table XXXIX shows this relationship. On both value scales students who were going steady were the most traditional. Students who were going steady were more independent than those who were not but seemed to have a less relativistic attitude toward morality. This seems to contradict the previous finding that students who dated the least were the most traditional since going steady often means frequent dating. Perhaps values change somewhat when students begin to go steady.

When the low and high socio-economic class students were compared on this variable a significant difference resulted. Table XXXVIII showed that the greatest majority of both classes did not go steady but the higher social class adolescents had a greater tendency to go steady than did their lower class peers. This was true for all schools in this sample. Again this does not agree with the results of the study in the eastern cities referred to above.



Holding grade constant revealed that in Grade 11 the students from the two social classes differed significantly. The higher social class students were going steady more than the lower class students.

When age was held constant the same pattern held for all age groups except the 15-years-and-under age group where the lower class students had a greater tendency to go steady. However, this tendency was not statistically significant. Significance was reached with the 17-year-old group where the higher social class students went steady more than did the lower class students. (Probability  $< .05$ .)

Girls tended to be steady more than the boys did which is consistent with other findings.

TABLE XXXIX

RELATIONSHIP BETWEEN THE VALUES OF STUDENTS WHO ARE  
GOING STEADY AND THOSE WHO ARE NOT

Value Scale	Going Steady		F	Prob.
	Yes	No		
Independence	7.44	7.17	4.12	$< .05$
Moral Relativism	8.51	9.00	5.13	$< .05$

#### Time Spent With the Gang

Table XL suggests strongly that adolescents who did not spend any evenings each week with the gang had the most traditional value pattern. They had the largest DVI score, the highest means on the





TABLE XL

RELATIONSHIP BETWEEN STUDENT VALUES AND THE NUMBER  
OF EVENINGS THEY SPEND WITH THE GANG

Value Scale	Evenings Per Week With the Gang			F	Prob.
	None	One	Two or more		
Total DVI Score	33.33	30.45	28.97	26.71	<.001
Work Success	9.54	8.89	8.69	10.60	<.001
Future-Time	8.12	7.06	6.49	22.15	<.001
Independence	7.64	7.21	7.11	7.47	<.001
Puritan Morality	8.01	7.31	6.68	17.47	<.001
Sociability	8.34	9.29	9.29	16.97	<.001
Present-Time	7.84	9.04	9.30	22.88	<.001
Conformity	5.96	6.55	7.31	18.43	<.001
Moral Relativism	8.53	8.68	9.13	9.10	<.001



four traditional scales, and the lowest mean scores on the four emergent scales. Students who spent two or more evenings each week with the gang were the most emergent. This is indicated by the fact that this group had the lowest scores on the DVI and on the four traditional value scales and the highest means on the four emergent value scales.

On the total score, Future-Time, Puritan Morality, and Conformity, each mean differed significantly from each of the other means. On Work Success, Sociability, and Present-Time, students who did not spend any evenings with the gang differed significantly from both of the groups who did spend some evenings with the gang. The Newman-Keuls comparisons were not significant on Independence, and on Moral Relativism, the students who did not spend any evenings each week with the gang scored significantly lower than the students who spent two or more evenings with the gang.

Table XXXVIII on pages 112 through 114 indicated that the difference between the two social classes was not significant and that the greatest proportion of high school students spent at least two evenings with the gang each week.

Boys spent more evenings each week with the gang than girls did. Of the boys, 48.5 percent spent two or more evenings with the gang each week compared to 36.1 percent of the girls.



### Movie Attendance

Table XLI gives the means of the different groups on the DVI scales on which significant differences occurred with respect to the frequency of movie attendance. Movie attendance was negatively related to a traditional value pattern. As the frequency of attendance at movies went up students became more emergent. Those who attended movies twice a week or more were the most emergent on all scales except Moral Relativism, where the most emergent were those who attended about once per week.

A Newman-Keuls comparison between ordered means revealed that those who never, or almost never attended movies differed from all the other groups on all the scales in Table XLI except Conformity where the group who attended twice a week or more differed significantly from all the others.

There was a slight tendency for boys to go to more movies than girls. A chi-square of 9.0855 with 3 degrees of freedom was significant at beyond the .05 level.

Nearly four-fifths of the students saw a movie from one to four times per month according to Table XXXVIII (pages 112-114) but there was no relationship between movie attendance and socio-economic status. The tendency was for the higher social class students to attend more frequently but this was not significant. The difference between the two low status schools and the four higher status schools was significant. Table XLII indicates that students in the low status schools





TABLE XLI  
RELATIONSHIP BETWEEN STUDENT VALUES AND FREQUENCY OF MOVIE ATTENDANCE

Value Scale	Frequency of Movie Attendance				F	Prob.
	Never	Once per mo.	Once per wk.	Twice per wk. or more		
Total DVI Score	33.10	30.51	29.86	28.27	5.80	<.001
Future-Time	8.07	7.04	6.86	6.33	5.88	<.001
Puritan Morality	8.24	6.96	7.12	6.67	6.92	<.001
Conformity	6.02	6.63	6.95	7.80	4.90	<.01
Moral Relativism	7.99	8.94	9.12	8.93	5.52	.001



TABLE XLII

FREQUENCY OF MOVIE ATTENDANCE BY STUDENTS IN DIFFERENT  
SOCIO-ECONOMIC STATUS SCHOOLS

Frequency of Movie Attendance	Low S.E.S. Schools		High S.E.S. Schools		Total	
	No.	%	No.	%	No.	%
Never, or almost never	21	17.6	104	17.7	125	17.7
About once per month	30	25.2	255	43.5	285	40.4
About once per week	56	47.1	209	35.7	265	37.6
Twice per week or more	12	10.1	18	3.1	30	4.3
Totals	119	100.0	586	100.0	705	100.0

Chi-square = 23.045

Probability &lt;.001



attended movies more frequently than students in the higher status schools.

### Television

The amount of TV viewing per day was negatively correlated to all the traditional scales and positively correlated to all the emergent scales. This indicates that those who watched TV the least were the most traditional in their value pattern and those who watched the most TV had the most emergent value pattern.

This tendency was also evident from Table XLIII where those who watched no television or less than one hour per day had the highest mean score on all the traditional scales on which significant differences occurred and the lowest mean on the three emergent scales.

Students with the most traditional value pattern do not date often, they seldom go to movies, and they do not watch much TV. It would be interesting to investigate this group further to see what type of leisure time pursuits they have. The data gathered for this study were inadequate for such an analysis.

Table XLIV shows the relationship between the means that were significantly different by a Newman-Keuls comparison of ordered means. The means have been numbered in Table XLIV in the order they appeared in Table XLIII.

No relationship existed between the amount of time spent watching TV on a weekday and social class but Table XXXVIII on pages 112 through 114 indicated that most students watched at least one hour of TV on the average on a weekday.





TABLE XLIII  
RELATIONSHIP BETWEEN STUDENT VALUES AND THE AMOUNT OF TV WATCHING PER DAY

Value Scale	Hours of TV Viewing on a Weekday					F	Prob.
	None	One	1 to 2	Between 2 and 3	3 or more		
Total DVI Score	32.40	31.86	30.57	29.24	28.13	5.42	<.001
Work Success	9.33	9.19	9.19	8.66	7.98	3.95	<.01
Future-Time	7.88	7.38	6.96	6.91	6.31	4.24	<.01
Puritan Morality	7.73	7.92	7.14	6.67	6.46	5.91	<.001
Present-Time	8.15	8.56	8.75	9.27	9.74	5.20	<.001
Conformity	6.48	6.37	6.67	6.77	7.52	2.55	<.05
Moral Relativism	8.11	8.27	9.04	9.40	9.42	6.75	<.001



TABLE XLIV

NEWMAN-KEULS COMPARISON OF THE MEANS IN TABLE XLIII

Value Scale	Pairs of Means Significantly Different
Total DVI Score	1 > 4, 1 > 5, 2 > 4, 2 > 5, 3 > 5
Work Success	1 > 5, 2 > 5, 3 > 5
Future-Time	1 > 3, 1 > 4, 1 > 5, 2 > 5
Puritan Morality	1 > 4, 1 > 5, 2 > 4, 2 > 5
Present-Time	4 > 1, 5 > 1, 5 > 2, 5 > 3
Conformity	5 > 1, 5 > 2, 5 > 3, 5 > 4
Moral Relativism	5 > 1, 5 > 2, 4 > 1, 4 > 2, 3 > 1, 3 > 2



Boys watched more TV than girls with 34.8 percent of the boys and 23.9 percent of the girls watching TV for over two hours per day. Thirty-one percent of the boys watched less than one hour per day compared to 41.7 percent of the girls. These results are similar to the ones found in a study of Saskatoon high school students.<sup>1</sup>

Table XLV shows the relationship between the value scales of the DVI and students' favorite type of TV program. Students who chose interviews or news as their favorite TV program were the most traditional. This was indicated by the high mean scores received by this group on the traditional scales and the low mean scores received on the emergent scales.

The emergent group were not as definite in their choice of a favorite TV program. Those who chose quiz shows or contests were the most emergent with respect to Independence and Sociability. The students who selected comedy as their favorite type of program were most emergent with respect to the total score, Work-Success, and Present-Time. Those who were the most emergent with respect to Conformity chose sports with westerns a close second.

On the Independence and Sociability scales the Newman-Keuls comparison found that the mean of the group who preferred interviews or news differed significantly from all the other groups. This same

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1. William D. Knill, "Television and the High School Student," (A report submitted to the Canadian Education Association, 1963), pp. 28-36. (Mimeographed.)





TABLE XLV  
 RELATIONSHIP BETWEEN STUDENT VALUES AND THEIR  
 FAVORITE TYPE OF TV PROGRAM

Value Scale	Favorite Type of TV Program					F	Prob.
	Western	Quiz	News	Sports	Comedy		
Total DVI Score	30.44	31.78	33.89	30.22	30.09	3.15	.01
Work Success	9.20	9.78	10.19	8.95	8.57	5.50	<.001
Independence	6.96	6.80	8.32	6.93	7.47	4.90	<.001
Sociability	8.99	9.36	7.91	8.91	9.24	3.70	<.01
Present-Time	8.69	7.86	8.16	8.85	9.14	3.36	.01
Conformity	6.90	6.20	5.63	6.96	6.77	3.08	<.05



group differed from the western group, the sports group, and the comedy group on the total DVI score, Work Success, and Conformity scales. In addition, the students who preferred quiz type shows differed significantly from those who preferred comedy on the Work Success scale and on the Present-Time scale.

Table XXXVIII (pages 112-114) indicated that a significant relationship existed between the type of program favored by students and their socio-economic status. The difference seemed to be in the "western" and "comedy" categories. A much higher percentage of lower than higher class students preferred western shows whereas a higher percentage of higher than lower class students preferred comedy. However, comedy was the best liked type of TV program by both classes.

Boys and girls differed significantly in their preferences. Table XLVI shows the responses by sex to this item. Both sexes preferred comedy but boys liked sports almost as much as comedy. Girls did not care for sports programs but they liked comedy better than the boys did.

### Travel

Students were asked to indicate the extent of their travel. The following code was adopted:

- Have not travelled outside of Alberta --- 1
- To other provinces of Canada ----- 2
- To the United States ----- 3
- Outside of North America ----- 4.



TABLE XLVI

RELATIONSHIP BETWEEN SEX AND STUDENTS'  
FAVORITE TYPE OF TV PROGRAM

Type of TV Program	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Western	72	20.1	75	22.0	147	20.9
Quiz or contest	8	2.2	42	12.3	50	7.2
Interviews or news	36	10.1	21	6.2	57	8.2
Sports	110	30.7	19	5.6	129	18.5
Comedy	132	36.9	184	54.0	316	45.3
Totals	358	100.0	341	100.1	699	100.1

Chi-square = 99.5248

Probability &lt; .001





It was assumed that the above code is in order from the least amount of travel to the most.

When more than one response was selected by a student he was given the code corresponding to the choice that represented the greatest amount of travel.

The extent of travel was significantly related to only the Conformity scale. Students who had not travelled extensively seemed to be more concerned about compliance to the group than did those who had travelled more extensively. The students who had travelled to the United States as well as to other provinces, perhaps, seemed to be the least concerned with group conformity which would indicate that they were the more independent.

Table XXXVIII (pages 112-114) showed that this item sharply differentiated between the two social classes. The lower class students did not travel as far as the higher class students. Over 43 percent of the lower class students had not travelled outside of Alberta and only 1.3 percent had travelled outside of North America compared to 11.3 percent and 8.1 percent, respectively, for the higher class students.

There was also a large difference between the two groups with respect to travel in the United States. Only 18.7 percent of the lower class students had been to the United States, whereas nearly one-half of the higher social class students had.



## V. STUDENT VALUES AND THE VIGNETTES

Three vignettes were presented to the students. (Student Questionnaire items 51-53, Appendix C.) Two students were described in each vignette and the students in this sample were asked to identify, if possible, with one of the students described. They could identify strongly or only somewhat with a particular student described. The responses of the two socio-economic status groups to the three vignettes are tabulated in Table XIVII.

### Vignette 1

In the first vignette, the first student could be thought of as a student with a traditional value pattern and the second student as one with an emergent value pattern.

There was no significant difference in the way the two social classes responded to this vignette. Almost 68 percent of the students identified with the first, or traditional student, and 24.5 percent with the emergent student. Knill used this vignette on a group of Saskatoon high school students in 1962. He found a similar distribution with 72.2 percent of the adolescents identifying with the first student and 21.9 percent with the second student.<sup>1</sup> The current findings show a slight but not a significant shift towards identifying with the emergent student.

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1. These statistics and the ones for the Saskatoon students' responses to vignette 2 and vignette 3 to follow were obtained by a re-analysis of 1,525 of Knill's original data cards.



TABLE XLVII

COMPARISON OF LOW AND HIGH SOCIO-ECONOMIC STATUS STUDENTS ON THE  
PERSON IDENTIFIED WITH IN THE THREE VIGNETTES

Person Identified With	Vignette One			Vignette Two			Vignette Three		
	Low S.E.S.	High S.E.S.	No.	Low S.E.S.	High S.E.S.	No.	Low S.E.S.	High S.E.S.	No.
	No.	%	No.	No.	%	No.	No.	%	No.
Very much like the first	58	24.7	126	11	4.7	17	63	26.8	148
Somewhat like the first	97	41.3	196	21	8.9	38	92	39.1	155
Impossible to decide	17	7.2	37	25	10.6	61	17	7.2	32
Somewhat like the second	44	18.7	72	93	39.6	192	37	15.7	89
Very much like the second	19	8.1	37	85	36.2	161	26	11.1	45
Totals	235	100.0	468	235	100.0	469	235	99.9	469
									100.0
	Chi-square = 1.469			Chi-square = 1.512			Chi-square = 4.124		
	Prob. = N/S			Prob. = N/S			Prob. = N/S		





The way the students responded to this vignette was highly related to their value pattern as Table XLVIII indicates. On all value scales except Independence, the traditional scores went up as an individual identified more with the first person. This is reasonable since the first person was described as a traditionalist. It is also clear from Table XLVIII that students who identified with the second person had the most emergent value pattern.

Table XLIX presents the means of the different groups in Table XLVIII that were significantly different by a Newman-Keuls comparison. The means are numbered in the order they appear in Table XLVIII.

The correlation between the responses to vignette one and the DVI score was  $-0.368$ , which indicates that as traditional scores increased students tended to identify more with the first student. A correlation coefficient of  $-0.368$  with  $N = 658$  was significant at beyond the .001 level. ( $T = 10.135$ ) This suggests that this vignette differentiated well between students with different value patterns.

### Vignette 2

In the second vignette the first student was described as having an emergent value pattern and the second student as a traditionalist.

The low and the high social classes did not respond differently to this vignette. Over 75 percent of the students identified with the second, or traditional student in vignette 2 and 12.4 percent with the



TABLE XLVIII  
RELATIONSHIP BETWEEN STUDENT VALUES AND THE STUDENT THEY IDENTIFIED WITH IN VIGNETTE ONE

Value Scale	Student Identified With					F	Prob.
	Very much like first	Somewhat like first	Can't decide	Somewhat like second	Very much like second		
Total DVI Score	34.24	31.28	29.78	26.87	23.98	30.52	<.001
Work Success	9.96	9.34	8.04	7.97	6.96	20.43	<.001
Future-Time	8.00	7.40	6.85	6.12	5.16	15.35	<.001
Independence	7.88	7.19	7.81	6.66	6.70	6.29	<.001
Puritan Morality	8.41	7.36	7.07	6.12	5.16	22.62	<.001
Sociability	8.23	8.88	9.26	9.91	10.27	12.55	<.001
Present-Time	7.94	8.54	9.35	9.67	10.82	16.73	<.001
Conformity	5.58	6.55	6.78	7.85	8.73	22.78	<.001
Moral Relativism	8.01	8.76	8.83	9.71	10.16	11.94	<.001









first, or emergent student.

In Saskatoon, 72.7 percent identified with the traditional student and 14.5 percent with the emergent. A greater proportion of the students in the sample for the current study identified with the traditional student than in the Saskatoon sample. This is the opposite trend from that observed for vignette 1 but the difference was not significant.

Vignette 2 was also related to an individual's value pattern but not as significantly as the first vignette. Table L presents the means for the students who responded differently to this vignette.

The Newman-Keul comparisons were not very meaningful due to a large disparity in the number in each category.

Adolescents who identified with the second student had the most traditional value pattern since they scored highest on the total score and on the three significant traditional scales and lowest on the two emergent scales on which differences were significant. This is according to expectation since the second person was described as the traditional one. Students who identified with the first student had the most emergent value pattern.

Responses to vignette 2 correlated 0.142 with the total score on the DVI. This correlation was significant at beyond the .001 level. ( $T = 3.67$ .) While this vignette did differentiate between students with different value patterns it did not do so as well as the first.



TABLE I  
RELATIONSHIP BETWEEN STUDENT VALUES AND THE STUDENT THEY IDENTIFIED WITH IN VIGNETTE TWO

Value Scale	Student Identified With					F	Prob.
	Very much like first	Somewhat like first	Can't decide	Somewhat like second	Very much like second		
Total DVI Score	28.10	28.56	29.08	30.70	31.83	3.94	<.01
Work Success	8.32	8.36	8.28	8.98	9.44	3.96	<.01
Future-Time	6.64	6.27	6.49	7.30	7.38	3.12	.01
Puritan Morality	6.18	6.64	6.83	7.26	7.59	3.11	<.05
Present-Time	9.54	9.39	9.06	8.92	8.39	2.72	<.05
Conformity	7.89	7.08	7.34	6.62	6.35	3.80	<.01



Vignette 3

Vignette 3 pictured the first student as traditionally oriented and the second student as having an emergent value pattern.

The low and high socio-economic groups did not differ significantly on this vignette. About 65 percent of the students identified with the first, or traditional student and 28 percent with the second, or emergent student.

Knill found that 69 percent of the Saskatoon students identified with the first student in this vignette and 25.4 percent with the second. Again the difference between the two samples was not significant.

Both sexes in the current sample identified with the first student. However, 33.4 percent of the boys identified with the emergent student compared to only 22.2 percent of the girls. Nearly 72 percent of the girls identified with the traditional student compared to only 58.8 percent of the boys. This difference was significant at the .01 level.

Responses to vignette 3 were related to five of the nine value scores on the DVI. The relationship is given in Table LI. The trend seems to be for those who identified with the first, or traditional student, to be the most traditional and for the students who identified with the second student to be the most emergent, but this was not as clear cut as in the other two vignettes.

A Newman-Keuls comparison revealed that on Work Success, the difference was between those who were somewhat like the second and those who were very much like the second.





TABLE LI  
RELATIONSHIP BETWEEN STUDENT VALUES AND THE STUDENT THEY IDENTIFIED WITH IN VIGNETTE THREE

Value Scale	Student Identified With					F	Prob.
	Very much like first	Somewhat like first	Can't decide	Somewhat like second	Very much like second		
Work Success	9.13	9.00	8.61	9.29	8.11	2.35	.05
Future-Time	7.42	7.38	6.59	6.86	6.11	3.74	<.01
Puritan Morality	7.54	7.34	7.59	6.88	6.27	3.54	<.01
Present-Time	8.35	8.74	9.33	8.98	9.83	4.35	<.01
Moral Relativism	8.66	8.76	8.41	9.02	9.65	2.45	<.05



On Future-Time, the first two groups (those who identified with the first student) differed from those who were very much like the second. On Puritan Morality, the first three groups in Table LI differed significantly from the last. The same was true for the opposing value, Moral Relativism. With respect to the Present-Time scale, the first two groups differed from the last group.

The correlation between the responses to vignette 3 and the scores on the DVI was  $-0.103$  which was significant at the .01 level. ( $T = 2.65$ .) The correlation was in the expected direction but was somewhat weaker than for the other two vignettes.

Vignette 3 was not as effective as the other two vignettes at differentiating between students with different value patterns as measured by the DVI.

## VI. SUMMARY

This chapter analyzed the data with a view to finding variables that were related to the value pattern of students. It was found that the students with the most traditional value pattern were older students from the larger families. Parents and teachers influenced their value system more than the values of emergent students, who were more peer-group conscious. Traditional students seemed to place a greater emphasis upon education and religion than emergent students did. The traditionalists spent less time in the company of others and watched fewer movies and TV programs than the emergent students.



The three vignettes seemed to tap the same values as the DVI since the traditional students identified with the student described as a traditionalist and the emergent students identified with the emergent person in the vignettes.

A second purpose of this chapter was to see how low and high socio-economic status students differed in the areas studied. The higher class students tended to be younger adolescents from small families. With respect to the academic-orientation of students there was very little difference between the two groups except for the high school program they were enrolled in and their future education plans. Lower class students participated as much as higher class students in school activities but much less in community activities. Higher class students dated oftener and tended to go steady more than the lower class students.

There were a number of differences between students in the two lowest socio-economic class schools and students in the higher class schools. The major difference was in the area of academic-orientation. Lower class schools seem to create an academic atmosphere in which education and academic success are valued more than in higher class schools.





## CHAPTER VI

### COMPARISON OF STUDENTS AND TEACHERS

Sub-problem 4 asked, How do teachers and students compare on selected variables? This sub-problem is examined in this chapter.

Students and teachers did not differ significantly on the following variables: number of extra-curricular activities, number of organized out-of-school activities, number of brothers and sisters they have, church membership, and the most needed characteristic for success in life. Only the variables on which students and teachers differed significantly are presented in this chapter. The distribution of teachers on variables not analyzed in this chapter appears in Appendix F.

#### I. ACADEMIC-ORIENTATION

Students and teachers were asked which of wealth, education, fame, or faith they would choose if they could have only one. The distribution in Table LII indicates that both the students and the teachers chose education ahead of the other three choices. The difference between the two groups seemed to be in the other three categories. Students chose wealth and fame more frequently than teachers and teachers chose faith more often than did the students. Fame was of least importance to both groups. This may be a slight indication that students were more emergent and teachers more traditional, but both groups valued education more than the other things.



TABLE LII

## COMPARISON OF STUDENTS AND TEACHERS ON ITEMS REFLECTING ACADEMIC-ORIENTATION

Variable	Students		Teachers		Prob. of chi-square
	No.	%	No.	%	
Choice of Wealth, Education, Fame, or Faith					
Wealth	235	33.6	15	24.6	
Education	262	37.5	25	41.0	
Fame	55	7.9	1	1.6	.05
Faith	147	21.0	20	32.8	
Totals	699	100.0	61	100.0	
Kinds of Worries Students and Teachers Have					
Health	95	13.5	13	22.0	
Academic or professional success	218	31.1	18	30.5	
Acceptance by friends	177	25.2	4	6.8	.01
Others	212	30.2	24	40.7	
Totals	702	100.0	59	100.0	



A greater proportion of teachers than students seem to have had worries other than those listed in the item as it appeared in Table LIII. Students were worried more about being accepted by friends than were the teachers. The implication of the large difference on worry over being accepted is that the teachers were more independent than the students. This was borne out by hypothesis one in which the teachers scored significantly higher on Independence than the students did.

Both groups were equally worried about academic success which suggests that students and teachers do not differ significantly on the value they place upon education.

In spite of the finding that teachers valued education highly, they did not seem to be very satisfied with teaching as a profession. Over 55 percent of the teachers in this sample said that they had seriously considered leaving the profession. Teacher dissatisfaction seems to be a greater problem than student dissatisfaction. However, teachers in larger urban schools may show more satisfaction than the teachers in the schools used for this study.

## II. CHURCH ATTENDANCE

Table LIIII indicates that as many teachers attended church regularly as attended occasionally or not at all. Students, on the other hand, tended to be non-attenders. That teachers were more regular church goers may indicate that they held a more traditional





value pattern than students. This is also consistent with the finding that teachers chose faith more than students as the thing they would want if they could have only one of wealth, education, fame, or faith.

TABLE LIII

## COMPARISON OF STUDENTS AND TEACHERS ON CHURCH ATTENDANCE

Frequency of Church Attendance	Students		Teachers		Prob. of chi-square
	No.	%	No.	%	
Never	353	50.1	20	32.8	<.05
Occasionally	197	27.9	20	32.8	
Regularly	155	22.0	21	34.4	
Totals	705	100.0	61	100.0	

## III. LEISURE TIME PURSUITS

Movie Attendance

Table LIV tabulates the frequency of attendance at movies for both teachers and students. The teachers in this sample attended movies less often than did their students. Almost three-fifths of the teachers never, or almost never attended a movie and none of them attended twice a week or more. This suggests a traditional value pattern on the part of the teachers.



TABLE LIV

## COMPARISON OF STUDENTS AND TEACHERS ON SOME LEISURE TIME PURSUITS

Variable	Students		Teachers		Prob. of chi-square
	No.	%	No.	%	
Frequency of Movie Attendance					
Never, or almost never	125	17.7	36	59.0	
About once a month	285	40.4	19	31.1	
About once a week	265	37.6	6	9.8	<.001
Twice a week or more	30	4.3	0	0.0	
Totals	705	100.0	61	99.9	
Time Spent Viewing TV on a Weekday					
None, or almost none	124	17.6	18	30.0	
Less than one hour	131	18.6	14	23.3	
One to two hours	242	34.3	24	40.0	<.01
Between two and three hours	124	17.6	3	5.0	
Three or more hours	84	11.9	1	1.7	
Totals	705	100.0	60	100.0	



TABLE LIV (continued)

Variable	Students		Teachers		Prob. of chi-square
	No.	%	No.	%	
Favorite Type of TV Program					
Western	147	21.0	1	1.7	
Quiz or contest	50	7.2	2	3.4	
Interviews or news	57	8.2	27	46.6	< .001
Sports	129	18.5	18	31.0	
Comedy	316	45.2	10	17.2	
Totals	699	100.1	58	99.9	





### Television

Table LIV summarized the responses to the question that asked how much time they spent watching TV on a weekday. The greatest proportion of both groups tended to watch from one to two hours of TV each day. However, there the similarity ends. Only 36.2 percent of the students compared to 53.3 percent of the teachers watched less than one hour per day. At the opposite extreme, 29.5 percent of the students and only 6.7 percent of the teachers watched over two hours of TV per day. It seems that high school students spent much more time in front of their TV sets than did their teachers.

Not only did students and teachers differ on the amount of time spent watching TV but they also differed significantly with respect to their favorite type of TV program. Table LIV gave the distribution for each group.

Students preferred, in order, comedy, western, and sports. The top three teacher preferences were, in order, interviews or news, sports, and comedy. Western shows were the second choice of students but the least preferred type of program for teachers. Again this is characteristic of a stronger traditional value pattern for teachers than for students.



#### IV. COMPARISON OF STUDENTS AND TEACHERS ON THE THREE VIGNETTES

Students and teachers were given three vignettes describing similar situations relevant to the respective groups. (See Student Questionnaire items 51-53 and Teacher Questionnaire items 23-25, Appendixes C and D.) The responses to all three vignettes are tabulated in Table LV.

##### Vignette 1

The first student and teacher described in the first vignette could be labelled as traditional and the second as emergent. High school students clearly identified with the first, or traditional student. The teachers, however, were not so sure with 53.3 percent identifying with the traditional teacher and 43.4 percent identifying with the emergent teacher.

##### Vignette 2

Table LV shows that on vignette 2 both groups identified closely with the second person who is the traditionally oriented person. However, the teachers identified more closely with the second, or traditional person than the students did. Ninety percent of the teachers identified with the traditional teacher while 75.4 percent of the students identified with the traditional student.



TABLE LV  
COMPARISON OF STUDENTS AND TEACHERS ON THE PERSON IDENTIFIED WITH IN THE THREE VIGNETTES

Person Identified With	Vignette One				Vignette Two				Vignette Three			
	Students		Teachers		Students		Teachers		Students		Teachers	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very much like the first	184	26.2	11	18.3	28	4.0	2	3.3	211	30.0	13	21.7
Somewhat like the first	293	41.7	21	35.0	59	8.4	3	5.0	247	35.1	15	25.0
Impossible to decide	54	7.7	2	3.3	86	12.2	1	1.7	49	7.0	4	6.7
Somewhat like the second	116	16.5	19	31.7	285	40.5	19	31.7	126	17.9	17	28.3
Very much like the second	56	8.0	7	11.7	246	34.9	35	58.3	71	10.1	11	18.3
Totals	703	100.1	60	100.0	704	100.0	60	100.0	704	100.1	60	100.0
Chi-square = 11.46 Prob. < .05				Chi-square = 15.54 Prob. < .01				Chi-square = 9.67 Prob. = .05				





### Vignette 3

In vignette 3, the first person described is the traditional person and the second person could be described as having an emergent value pattern.

Table LV indicated that high school students identified closely with the first, or traditional student (65.1 percent) but the teachers identified equally with both the teachers described in the vignette. The traditional teacher was identified with by 46.7 percent of the teachers and the emergent teacher was identified with by 46.6 percent of the teachers.

The results of these three vignettes provided no evidence that teachers had a more traditional value pattern than the students did. On two of the vignettes teachers identified more with the emergent person than the students did. One reason for this may be that the translation of the student vignette into the teacher version was inadequate.

### V. SUMMARY

This chapter examined some differences between students and teachers. Teachers showed more interest in the church than students did but in other school and community activities there was no difference. Both groups valued education highly but differed on the emphasis they placed upon other things. Students valued wealth, fame, and friends



more than teachers did. Teachers placed a greater value upon faith and independence than students. Teachers showed considerable dissatisfaction with teaching in that many of them had contemplated leaving the profession.

There were a number of differences between students and teachers in the area of leisure time pursuits. Teachers went to fewer movies and watched less TV than students. When they did watch TV teachers preferred interviews or news and sports programs whereas students preferred western and comedy shows. This seems to indicate a traditional value pattern on the part of the teachers.

On the three vignettes, teachers appeared to be more emergent than the students. On all three vignettes both groups identified more with the person described in the vignettes as a traditionalist than with the emergent person. However, teachers identified more than students did with the emergent person described in two of the vignettes.



## CHAPTER VII

### SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The first section of this chapter summarizes the study including the findings resulting from an examination of the four sub-problems. Later sections state some implications and recommendations for further research.

#### I. SUMMARY AND CONCLUSIONS

This study was designed to examine differences in values held by students and teachers and to find variables that were related to the values held by the students. A further purpose was to examine differences between low and high socio-economic status students.

Prince's Differential Values Inventory (DVI) was used to get a measure of values. It measured values along a traditional-emergent continuum. The traditional value scales included Work Success Ethic, Future-Time, Independence, and Puritan Morality. The emergent scales included Sociability, Present-Time, Conformity, and Moral Relativism.

Student responses to this inventory resulted in a normal distribution. The traditional scales correlated well as did the emergent scales. (See Appendix G.) It was assumed at the outset that the DVI is a useful instrument for measuring values. However, two findings in this study cast some suspicion upon this conclusion. First, the values of low socio-economic class students as measured by the DVI were no different from those of the high socio-economic class students. This





is not in agreement with most research on social class differences. Secondly, the DVI differentiated between students and teachers on only three scales, but the findings in Chapter VI suggest that there may be greater differences in values between students and teachers than the DVI produced.

The Gough Home Index Scale was used to determine the socio-economic status of students. It had good reliability (0.695) and all items correlated well with the total score. The Gough Home Index Scale was easily administered and scored and the responses to it formed a normal curve.

### Major Findings

Sub-Problem 1. The first sub-problem was concerned with differences in the values held by students and teachers and by low and high socio-economic class students.

The total student group and the two social classes differed from teachers on the Work Success Ethic and Independence scales. For all three comparisons the student group was significantly higher on Work Success and the teachers were higher on Independence. Students seemed more achievement oriented than teachers and teachers were more independent than students.

The total student sample and the high social class students scored significantly lower than teachers on Moral Relativism. The low social class students did not differ from the teachers on this scale.



No significant differences occurred on any of the other scales and the low and high social class students did not differ significantly on any of the value scales of the DVI.

These differences did not seem sufficient to warrant placing the students and teachers in this sample at different positions on the traditional-emergent continuum as developed by Spindler.

The major finding in the analysis of sub-problem 1 was that socio-economic status scores were independent of the DVI scores; a finding that is contrary to the results of much previous research on the relationship between social class and attitudes or values.

Sub-Problem 2. The second sub-problem dealt with variables that were related to differences in values within the student body. These variables were grouped under five main headings.

In the area of personal and family characteristics it was found that the students with the most traditional value pattern were the older students in the upper grades who came from large families where the parents had more rules for the conduct of their children. The most emergent value pattern was exhibited by the younger freshmen from small families where the parents had few rules for their children to obey.

It was impossible to conclude whether boys were more traditional than girls or vice-versa. Each sex scored higher than the other on one traditional scale and on one emergent scale. The greatest diff-





erence between the sexes was on the Sociability scale. The girls were more concerned about interpersonal relations than the boys were.

The most traditional students said they would find their teachers' disapproval harder to take than their parents' disapproval or breaking with a friend. The most emergent students were closely tied to their peer group and would find it harder to break with a friend than suffer parents' or teachers' disapproval.

In the academic area, the most traditional students were those who preferred non-academic subjects to academic subjects. They had contemplated dropping out of school less than the emergent students.

Students who were enrolled in the commercial and vocational programs in high school were the most traditional and those in the general program were the most emergent with the students in the university entrance program being nearly as traditional as the students in the commercial and vocational programs. However, when students were asked what their plans for future education were those who planned to go to university came out highest on the DVI score and the students who did not plan to take any further education had the most emergent value pattern. Consistent with this is the finding that the traditionally oriented students did more homework each day than the emergent students.

The responses to a number of items revealed that the most traditional students placed a greater value upon education and religion





than the emergent students who valued fame, friends, and money more than education or religion.

The third area investigated was that of involvement in school and community activities. The only variables in this area that were related to DVI scores were church membership and attendance. Teenagers who were church members had a more traditional value pattern than non-members and those who attended regularly were clearly more traditional than occasional or non-attenders. The amount of participation in extra-curricular activities at school or organized community activities was unrelated to students' values as measured by the DVI.

The fourth area of investigation was that of leisure time pursuits. The most traditional students did not spend much time with others. They dated the least but were more apt to go steady than the emergent students and they did not spend much time with the gang. These data were inadequate to determine what the most traditional students did for entertainment but they did not go to many movies or watch much television. When they did watch TV they preferred to watch news or interviews. Emergent students participated more in all of these activities and they preferred quiz, comedy, and sports shows on TV.

On all three vignettes the students who identified with the student described in the vignettes as a traditionalist were the most traditional and those who identified with the emergent student were the most emergent. It seems that these vignettes may be a useful way



to measure student values since responses to them correlated well with the total DVI score.

Sub-Problem 3. The third sub-problem in this study examined differences between a low socio-economic status group of students and a high socio-economic status group on selected variables in the same five broad areas used for sub-problem two.

The higher class students came from smaller families than the low status students and were more apt to have a part-time job. In the two low status schools there were significantly more boys than girls but the sexes were evenly distributed in the high status schools.

In the area of academic orientation eleven variables were analyzed but only two of them were related to socio-economic status. More higher than lower class students were enrolled in the university entrance program and planned to go on to university after high school. Lower class students were enrolled mainly in general, commercial, and vocational programs and they planned to terminate their education after high school.

There was a clear trend for students in lower class schools to be more academically oriented than students in higher social class schools. Students in lower class schools preferred academic subjects more, did more homework, wished to be remembered as a brilliant student, and worried more about academic success than students in higher class schools. No reason for this could be ascertained from these data.

With respect to involvement in school and community activities





it was found that there was no difference between the two social classes on the number of extra-curricular activities participated in at school but there was a significant difference on the number of organized out-of-school activities participated in. The low socio-economic status group participated in fewer out-of-school activities than the high group, probably because many of the out-of-school activities required a financial outlay. Out of the total sample only a few students were highly involved in school or community programs.

There was no difference between the two social classes on church membership but higher class students attended church more regularly than lower class students.

In the area of leisure time pursuits the following observations were made. The high social class students dated more frequently and tended to go steady more than lower class students. This is contrary to the findings of other studies. The contradiction may be partially explained by differences in the kinds of samples used although the evidence indicated that this was not completely so. There must be other variables that caused differences in dating patterns. Students in low socio-economic status schools went to movies more frequently than students in high status schools.

The two social classes did not differ on the amount of TV viewing they did each day but they did have different types of favorite programs. The higher class students preferred comedy more than the





lower class students who preferred western and quiz shows more than the higher class students. The greatest percentage of both groups chose comedy, however, as their favorite type of program.

Lower class students travelled outside of the province much less than higher class students. The high socio-economic class students travelled outside of Canada significantly more than the lower class students.

The two social classes did not differ on any of the vignettes. Of the thirty-three variables examined in sub-problem three, the two social classes differed on twelve of them but many of the variables on which they did not differ were the ones most highly related to scores on the DVI value scales.

Sub-Problem 4. The last sub-problem compared students and teachers on some of the variables that were common to both the Student and Teacher Questionnaires.

Teachers were more regular church attenders than students. These two groups did not differ on other variables having to do with involvement in school and community activities.

Students and teachers seemed to value education about equally but differed on the value they placed upon other things. Students emphasized wealth, fame, and acceptance by friends more than teachers who valued faith more than the students did. Over one-half of the teachers in the sample had seriously considered quitting teaching which



indicates a general dissatisfaction with the profession.

The greatest difference between students and teachers was in the area of leisure time pursuits. Students went to a significantly greater number of movies and watched more television than teachers did. Teachers preferred interviews or news and sports programs on TV but students said they liked western and comedy shows best. Differences in the area of leisure time pursuits indicate a stronger traditional orientation on the part of teachers than on the part of students.

On all three vignettes both groups identified more strongly with the person described in the vignettes as a traditionalist than with the emergent person. However, teachers appeared to be more emergent than students in that they identified more closely with the emergent person described in two of the vignettes.

#### Some Further Conclusions

The evidence gathered in this study suggests that students valued education very highly and placed relatively small value on athletics or being popular. In fact, students scored higher on Work Success Ethic than teachers. Students were, therefore, achievement oriented and should not be considered near the emergent end of Spindler's traditional-emergent continuum.

No doubt teenagers love to have fun. However, the American concept of a teenager as a





coke-drinking, cuddling, record-playing, bongo-beating, chore-avoiding "teen", whose interests in life revolve about parties, sports, the body beautiful's cosmetics and attire, the thrills of speed, petting, and sometimes of delinquency, whose idols are the football star, the cheerleader, the pops singer<sup>1</sup>

is not applicable to the sample of students used in this study. It may be characteristic of a few of the students, or even of many of them on certain occasions, but not of the group as a whole. Some of the conclusions of Coleman referred to in Chapter II are not supported by this study. The conclusions of Elkin and Westley referred to on page 18 seem more applicable to Alberta high school students.

It can also be concluded from this study that students and teachers in this sample are not very far apart in their value-orientations as measured by the DVI. Students value basically the same things that teachers value including academic success although they did differ in some other areas.

## II. IMPLICATIONS

### For Educational Administrators

In spite of the fact that over one-half of the students in this sample were from vocational high schools, academic subjects were preferred to non-academic subjects by over one-half of the students.

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1. Hubert William Kitchen, "Relationships Between the Value-Orientations of Grade Nine Pupils in Newfoundland and the Characteristics of Their Primary and Secondary Groups" (unpublished Ph. D. dissertation, University of Alberta, 1966), p. 119.





Students valued academic success and even worried about it more than anything else. Therefore, administrators need to take another look at the high school program. Any attempt to "water down" the academic curriculum or to introduce more peripheral courses is not in accord with the students' value system. There has, however, been a heavier emphasis on the academic subjects during the last few years which seems to fit the value system of students well.

Teachers are not an important factor in influencing the value pattern of their students. To change this condition, assuming that it is desirable to change it, administrators should encourage teachers to take a deeper interest in their students. Since students and teachers hold similar values the teachers may be able to influence the values of students who have poor attitudes toward school if they were interested enough to gain the confidence of these students.

Since students seem to be more satisfied with their learning experiences than teachers are with their teaching experiences, less time should be spent by administrators on devising new innovations to make students' experiences more rewarding in school and more time should be spent on finding ways of making teachers' experiences more satisfying.

#### For Guidance Personnel

Guidance personnel need to know the value patterns of individual students, however, a knowledge of the values of the student body should also be beneficial to them.



It should not be necessary for counselors to try to create an interest in school and school work in many students as this seems to be already there.

Since academic success is valued highly by students in general it may be possible to use peer-group influence to better advantage to get academically delinquent students to place a greater value on education. The same is true in other areas in which students seem to have desirable habits and attitudes.

### III. RECOMMENDATIONS FOR FURTHER RESEARCH

Suggestions for further research were made at a number of places in Chapter V where contradictions were found with other studies or where the data used in this study were inadequate to explain certain findings. In addition a number of other suggestions are made below.

A longitudinal study of student values seems to be needed. A group of students could be studied intermittently from about Grade 9 through their early career years. This may provide some evidence on whether values change within the same group or not. Such a study could use Havighurst's study in River City<sup>1</sup> as a starting point.

While younger students tended to be more emergent it is believed that age alone does not identify emergent students. Part of this study

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1. Robert J. Havighurst, et. al., Growing Up in River City (New York: John Wiley and Sons, Inc., 1962).





was based on the assumption that socio-economic status would differentiate between the emergent and the traditional students. Since this was not true further research needs to be done to find characteristics of the emergent student. Some of the differences between students with traditional and with emergent value patterns noted in this study could be used as a starting point.

A few differences between schools were mentioned in this study and enough data were gathered to make further comparisons between schools. Since such comparisons were beyond the scope of this study another study could make a detailed examination of differences in values from one kind of school to another in Canada and of variables associated with these differences.

More research needs to be done on teacher values. Why are teachers not significantly more traditional than students as Spindler found? An investigation of the relationship of certain variables to teacher values may provide useful information. An approach similar to that used for sub-problem two in this study could be used but a larger sample of teachers needs to be secured. It may also be profitable to compare the value pattern of teachers with the value pattern of people in other professions or to compare the values of teachers in different provinces of Canada.

Students in low socio-economic status schools were more academically oriented than students in high social class schools. This





finding was unexpected and further research is needed to explain this finding more adequately.

If value patterns are well formed by the time a student reaches high school research needs to be done at the elementary and junior high school levels. Such research may focus on the source of student values and the part the school plays in crystallizing them. Research at the elementary school level may also try to isolate the values the school endeavors to teach, either consciously or unconsciously, and the methods it uses to teach these values.



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## APPENDIXES





APPENDIX A  
 "I OUGHT TO . . ." QUESTIONNAIRE

INSTRUCTIONS

To insure that all information is strictly confidential please do NOT place your name on any of the questionnaires.

This questionnaire consists of a number of statements about things which you may think you ought or ought not to do and feel. These statements are arranged in pairs as in the examples below:

1. A . . be reliable.  
    B . . be friendly.
2. A . . work on a project with others.  
    B . . work on a project alone.

To help you make the required choice, when reading the item to yourself, precede each statement with the phrase, "I ought to . . ." That is, in the examples given, you choose the item which is most desirable for you. If you feel that you ought to work on a project with others more strongly than you feel that you ought to work on a project alone, you should circle the letter 'A' opposite number 2 on the answer sheet as in the example below.

EXAMPLE:

Answer Sheet

2. A . . work on a project with others.  
    B . . work on a project alone.

2. (A) B

If you feel more strongly about B than A then circle 'B' on the answer sheet.

2. A (B)

THIS IS NOT A TEST. You are merely asked to indicate your opinions and feelings regarding a variety of subjects. WORK RAPIDLY. First impulses are important. Please answer ALL questions.



Choose between statements A and B. Precede each statement with the phrase, "I ought to . . ."

1. A . . . work harder than most of those with a similar job.  
B . . . work at least as hard as most of those with a similar job.
2. A . . . do many things with other people.  
B . . . do things which are out-of-the-ordinary.
3. A . . . have my own firm ideas about politics and religion.  
B . . . allow the opinions of my friends and associates to influence my thinking on these matters.
4. A . . . enjoy myself often by doing things with others.  
B . . . seek satisfaction by doing many things on my own.
5. A . . . attain a higher position than my father or mother attained.  
B . . . enjoy more of the good things of life than my father and mother enjoyed.
6. A . . . feel that since the future is uncertain I should take advantage of my present opportunities.  
B . . . feel that the future holds more opportunities for me than the present.
7. A . . . feel that happiness is the most important thing in life to me.  
B . . . feel that enduring suffering and pain is important for me in the long run.
8. A . . . obtain advice from others in making decisions.  
B . . . be independent of others in making decisions.
9. A . . . feel it is my duty to save as much money as I can.  
B . . . feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.
10. A . . . put ten dollars in the bank.  
B . . . spend five of the ten dollars enjoying myself with my friends.
11. A . . . spend enough on clothes to dress as well as my friends and associates.  
B . . . spend less on clothes in order to save for future needs.
12. A . . . put in long hours of work without distraction.  
B . . . feel that I can't work long hours without distraction but I'll get the job done anyway.
13. A . . . feel that it is most important to live for the future.  
B . . . feel that today is important and I should live each day to the fullest.
14. A . . . feel that what is right for me may not be right for others.  
B . . . feel that I should be firm in my beliefs about what is right or wrong.





15. A . . work hard to do most things better than others.  
B . . work hard at some things and leave others to those who are more qualified than I.
16. A . . feel that everybody misbehaves once in a while but the important thing is not to make the same mistake over again.  
B . . feel that the most important thing in life is to strive for peace with God.
17. A . . feel that work should come before pleasure.  
B . . feel that pleasure is necessary to develop the well-rounded individual.
18. A . . consider what others think when deciding about right and wrong.  
B . . feel that my own convictions about right and wrong are all that really matter.
19. A . . defend my ideas about right and wrong.  
B . . be willing to be convinced on matters of right and wrong because these terms have different meanings for different people.
20. A . . make as many social contacts as possible.  
B . . be willing to sacrifice myself for a better world.
21. A . . get all my work done by my own efforts.  
B . . get my work done with the help of others if I am allowed to.
22. A . . wear clothes similar to those of my friends.  
B . . dress modestly even though this makes me different than my friends.
23. A . . work hard to earn enough money to enjoy some of the luxuries of life.  
B . . work hard at doing something original regardless of pay.
24. A . . get a job which will allow me to enjoy some of the luxuries of life.  
B . . get a job which will make me a success in life.
25. A . . be able to solve difficult problems and puzzles.  
B . . feel that difficult problems and puzzles are good for some people but are not for everybody.
26. A . . feel that style is more important than quality in clothes.  
B . . feel that quality is more important than style in clothes.
27. A . . say what I think is right about things.  
B . . be careful not to say things that will offend others.





28. A . . feel comfortable doing as well as most people with a similar job.  
B . . feel comfortable doing better than most others with a similar job.
29. A . . have strong personal feelings about correct behavior.  
B . . feel that the group has the right to decide what kind of behavior it will approve.
30. A . . feel that discipline in the family today is not as strict as it should be.  
B . . feel that change from strict discipline in today's family is a good one.
31. A . . feel that one of the primary things in life is to gain knowledge useful to me in the future.  
B . . feel that one of the primary things in life is to learn to get along with people.
32. A . . do things without regard to what others may think.  
B . . do things which allow me to have fun and be happy.
33. A . . register for an educational course which is very interesting to me, whether or not it will do me some good later on.  
B . . register for an educational course which is uninteresting to me but which will do me some good later on.
34. A . . attend a First of July celebration to enjoy myself being with people.  
B . . attend a First of July celebration because it is my duty to be loyal to my country.
35. A . . feel it is right to spend less for clothes in order to save for the future.  
B . . feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.
36. A . . try to do original and creative things.  
B . . share my ideas and work cooperatively with others.
37. A . . use expressions that are common among my friends and associates.  
B . . use only correct expressions when I speak.
38. A . . feel that it is right to save for the future.  
B . . feel that whether or not it is right to save for the future is up to the individual.
39. A . . choose a job with plenty of opportunities for advancement even though the pay isn't as high as I would like it to be.  
B . . choose a job in which I can work with many interesting people.





40. A . . mix in a little pleasure with my work so that I don't get bored.  
B . . keep at a job until it is finished.
41. A . . get as much pleasure as I can out of life now.  
B . . stand by my convictions.
42. A . . feel that everyone should be sociable even if it means occasional misbehavior.  
B . . feel guilty when I misbehave and expect to be punished.
43. A . . feel that children should obey decisions of their parents.  
B . . feel that children should be able to do many of the things their friends do,
44. A . . be very ambitious.  
B . . be very sociable.
45. A . . choose a job which will permit me to have as many luxuries as most of my friends.  
B . . choose a job which promises advancement even though the pay is lower than that of my friends.
46. A . . get the kind of job which will bring me in contact with many interesting people.  
B . . get the kind of job which will make me a success in life.
47. A . . feel that whether or not it is right to plan and save for the future is a matter of opinion.  
B . . feel that it is right to plan and save for the future.
48. A . . be willing to sacrifice myself for the sake of a better job.  
B . . feel it is important to behave like most other people do.
49. A . . deny myself enjoyment for the present for better things in the future.  
B . . have fun attending parties and being with people.
50. A . . be satisfied to do as well in life as my father did.  
B . . attain a higher position in life than my father attained.
51. A . . feel that it will be good for me later if I endure some unpleasant things now.  
B . . feel that whether or not I should be willing to endure unpleasant things now because it will be good for me later is a matter of opinion.
52. A . . be able to have most of the things my friends have.  
B . . be able to have enough money to lay away for future needs.



53. A . . feel that happiness is the most important thing in life.  
B . . feel that being respected is the most important thing in life.
54. A . . feel that more "old-fashioned whippings" are needed today.  
B . . feel that it is up to individual parents to decide whether or not children should be whipped.
55. A . . exert every effort to be more successful this year than I was last year.  
B . . be content with a reasonable amount of success and live longer.
56. A . . try very hard to overcome my emotions.  
B . . get as much pleasure as I can out of life now.
57. A . . feel it is very important to be more successful this year than I was last year.  
B . . feel it is more important to get along well with others.
58. A . . feel that what is sinful for one person may be acceptable for another.  
B . . feel that I should avoid even the appearance of sin.
59. A . . spend as much time as I can in working independently.  
B . . spend as much time as I can in having fun.
60. A . . deny myself enjoyment for the present for better things in the future.  
B . . be able to have as much enjoyment as my friends have.
61. A . . feel that it is right to be very ambitious.  
B . . feel that it may or may not be right to be very ambitious depending on the individual.
62. A . . choose to work with people I like in a job I don't like.  
B . . choose to work with people I don't like in a job which I like.
63. A . . work as hard as I can in order to be successful.  
B . . work as hard as I can in order to enjoy some of the luxuries of life.
64. A . . strive to be an expert at something.  
B . . do many things well but not be an expert in anything.

PLEASE MAKE SURE YOU ANSWERED ALL QUESTIONS

NOW GO ON TO THE NEXT SET OF QUESTIONS





## APPENDIX B

TABLE LVI

## SCORING KEY FOR THE DVI

Value Scale	Items Representing the Scale
Work Success Ethic	1A, 5A, 12A, 15A, 24B, 25A, 40B, 44A, 46B, 50B, 55A, 57A, 61A, 62B, 63A, 64A
Future-Time	6B, 9A, 10A, 11B, 13A, 31A, 33B, 35A, 38A, 39A, 45B, 47B, 49A, 51A, 52B, 60A
Independence	2B, 3A, 4B, 8B, 18B, 19A, 21A, 22B, 23B, 27A, 28B, 29A, 32A, 36A, 41B, 59A
Puritan Morality	7B, 14B, 16B, 17A, 20B, 26B, 30A, 34B, 37B, 42B, 43A, 48A, 53B, 54A, 56A, 58B
Sociability	2A, 4A, 10B, 20A, 27B, 30B, 31B, 34A, 36B, 39B, 42A, 44B, 46A, 49B, 57B, 62A
Present-Time	5B, 6A, 7A, 9B, 13B, 17B, 23A, 24A, 32B, 33A, 40A, 41A, 53A, 56B, 59B, 63B
Conformity	1B, 3B, 11A, 18A, 22A, 26A, 28A, 37A, 43B, 45A, 48B, 50A, 52A, 55B, 60B, 64B
Moral Relativism	8A, 12B, 14A, 15B, 16A, 19B, 21B, 25B, 29B, 35B, 36B, 47A, 51B, 54B, 58A, 61B



APPENDIX C  
STUDENT QUESTIONNAIRE

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For each item below please select the response (A, B, C, etc.) that is most appropriate for you personally and place a circle over the letter corresponding to that response on the Student Questionnaire section of the answer sheet.

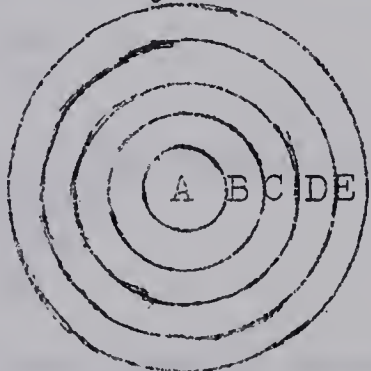
Do NOT place any marks on this questionnaire.

Please work QUICKLY and answer ALL questions.

1. How old are you?
  - A. 14 or younger
  - B. 15
  - C. 16
  - D. 17
  - E. 18 or over
2. What school grade are you in?
  - A. ten
  - B. eleven
  - C. twelve
3. What is your sex?
  - A. boy
  - B. girl
4. In how many extra-curricular activities do you participate in school at the present time? (example: school clubs, cheerleaders, school sports, students' union, etc.)
  - A. none
  - B. one
  - C. two
  - D. three
  - E. four or more
5. In how many organized activities do you participate outside of school? (example: music lessons, swimming lessons, hockey, etc.)
  - A. none
  - B. one
  - C. two
  - D. three
  - E. four or more
6. How many brothers and sisters do you have?
  - A. none
  - B. one
  - C. two
  - D. three
  - E. four or more
7. Do you date?
  - A. no
  - B. yes, about once a month
  - C. yes, about once a week
  - D. yes, about twice a week
  - E. yes, more than twice a week
8. Do you go steady?
  - A. yes
  - B. no
9. Are you a member of a church?
  - A. yes
  - B. no
10. Do you attend Sunday School or Church School?
  - A. yes, regularly
  - B. yes, occasionally
  - C. no
11. How much time, on the average, do you spend doing homework outside school on a weekday?
  - A. none, or almost none
  - B. less than one hour
  - C. one to two hours
  - D. between two and three hours
  - E. three or more hours
12. How many subjects have you failed since starting grade nine?
  - A. none
  - B. one
  - C. two
  - D. three
  - E. four or more
13. How often do you go to movies?
  - A. never, or almost never
  - B. about once a month
  - C. about once a week
  - D. twice a week or more





14. What course are you taking now?  
A. university entrance  
B. general  
C. commercial  
D. vocational
15. About how much time, on the average, do you spend watching TV on a weekday?  
A. none, or almost none  
B. less than one hour  
C. one to two hours  
D. between 2 and 3 hours  
E. three or more hours
16. Which one of the following is your favorite type of TV program?  
A. western  
B. quiz shows or contests  
C. interviews or news  
D. sports  
E. comedy
17. After high school, my plans for education are:  
A. university  
B. technical or vocational school  
C. business college  
D. nurses training  
E. no further education  
F. other
18. If you had your choice would you leave school before graduation?  
A. yes  
B. no
19. How far have you travelled on vacation? (circle on the answer sheet as many as apply)  
A. outside of North America  
B. to the United States  
C. to other provinces of Canada  
D. have not travelled outside of Alberta
20. If you could have only one of the following, which one would you choose?  
A. wealth  
B. education  
C. fame  
D. faith
21. If you could be remembered here at school for one of the things below, which one would you want it to be?  
A. outstanding student  
B. leader in activities or athletics  
C. most popular
22. Below is a list of items on which some parents have rules for their teenage children, while others don't. Circle each item that your parents have definite rules for.  
A. time for being in at night  
B. amount of dating  
C. against going steady  
D. time spent watching TV  
E. time spent on homework  
F. against going around with certain boys  
G. against going out with certain girls  
H. eating dinner with the family  
I. no rules for any of the above items
23. Suppose the circle below represented the activities that go on here at school. How far out from the center of things are you?
- 
24. Which one of the following are you really worried about most?  
A. health  
B. academic success  
C. acceptance by friends  
D. others
25. How many evenings a week do you spend with the gang?  
A. none  
B. one  
C. two or more





26. Among the things you strive for during your high school days, which of the following is most important to you?
- A. pleasing your parents
  - B. learning as much as possible in school
  - C. living up to your religious ideals
  - D. being accepted and liked by other students
  - E. pleasing the teacher
27. Which one of the following do you think is the most important characteristic necessary for success in life?
- A. money
  - B. athletics
  - C. personality
  - D. academic achievement
  - E. friendliness
28. Which one of these things would be hardest for you to take?
- A. parents' disapproval
  - B. teachers' disapproval
  - C. breaking with a friend
29. Does your mother have a job outside the home for which she receives wages?
- A. yes
  - B. no
30. Do you have a part-time job now for which you get paid?
- A. yes
  - B. no
31. Does your family own a car?
- A. yes
  - B. no
32. Does your family have a garage or carport?
- A. yes
  - B. no
33. Did your father go to high school?
- A. yes
  - B. no
34. Did your mother go to high school?
- A. yes
  - B. no
35. Did your father go to university?
- A. yes
  - B. no
36. Did your mother go to university?
- A. yes
  - B. no
37. Is there a writing desk in your home?
- A. yes
  - B. no
38. Does your family have a stereo record player?
- A. yes
  - B. no
39. Does your family own a piano?
- A. yes
  - B. no
40. Does your family get a daily newspaper?
- A. yes
  - B. no
41. Do you have your own room at home?
- A. yes
  - B. no
42. Does your family own its own home?
- A. yes
  - B. no
43. Is there an encyclopedia in your home?
- A. yes
  - B. no
44. Does your family have more than 100 hard covered books? (eg. 4 shelves 3 feet long)
- A. yes
  - B. no
45. Did your parents borrow any books from the library last year?
- A. yes
  - B. no
46. Does your family leave town each year for a holiday?
- A. yes
  - B. no





47. Do you belong to any club where you have to pay fees?  
A. yes  
B. no
48. Does your mother belong to any clubs or organizations such as study, church, art, or social clubs?  
A. yes  
B. no
49. Does your family own a color TV set?  
A. yes  
B. no
50. Have you ever had lessons in music, dancing, art, swimming, etc., outside of school?  
A. yes  
B. no

Read the following three questions carefully. Two students are described in each question. If you had to compare yourself with one of these students, which one would you say you'd most nearly be like? If you find it impossible to decide, mark item 'E' on the answer sheet.

51. Two students are talking about what they would do if they were suddenly to inherit enough money to allow them to live in luxury for the rest of their lives. The first student said that he would keep on with his education and then do some kind of work on a regular basis because he wouldn't feel right any other way. The second student said he wouldn't work regularly anymore after he received the money, that he would spend most of his time doing all the things he'd always wanted to enjoy.  
A. very much like the first student  
B. somewhat like the first student  
C. very much like the second student  
D. somewhat like the second student  
E. impossible to decide
52. Two students were attending the same high school. They both felt they couldn't get along with their teachers and they disliked the school very much. Both of them were planning to quit just as soon as they could find suitable jobs. The first student said that since things were so bad he wasn't going out of his way to work hard, that he was doing just enough to get by. The second student said that he was continuing to work as hard as he usually did, that he felt he should do a full day's work.  
A. very much like the first student  
B. somewhat like the first student  
C. very much like the second student  
D. somewhat like the second student  
E. impossible to decide
53. Two students were discussing their reputations in the school. The first student said he thought it was important for a person to watch what he does in public and to associate with a respectable class of people. The second student said he doesn't pay too much attention to what other people think of him, that he does what he wants to do and doesn't worry too much.  
A. very much like the first student  
B. somewhat like the first student  
C. very much like the second student  
D. somewhat like the second student  
E. impossible to decide

THANK YOU VERY MUCH FOR YOUR COOPERATION



## APPENDIX D

## TEACHER QUESTIONNAIRE

For each item below please select the response (A, B, C, etc.) that is most appropriate for you personally and place a circle around the letter corresponding to that response on the answer sheet. Do NOT place any marks on this questionnaire. Please work QUICKLY and answer ALL questions.

1. How long have you taught in your present school, including this year?
  - A. one year
  - B. two years
  - C. three or four years
  - D. five or six years
  - E. seven or eight years
  - F. nine or ten years
  - G. eleven to fifteen years
  - H. sixteen to twenty years
  - I. twenty-one years or more
2. What is your total teaching experience including the time in your present school? (include this year)
  - A. one year
  - B. two years
  - C. three or four years
  - D. five or six years
  - E. seven or eight years
  - F. nine or ten years
  - G. eleven to fifteen years
  - H. sixteen to twenty years
  - I. twenty-one years or more
3. What is your sex?
  - A. male
  - B. female
4. What is your age?
  - A. 24 years or under
  - B. 25-29 years
  - C. 30-34 years
  - D. 35-39 years
  - E. 40-44 years
  - F. 45-49 years
  - G. 50-54 years
  - H. 55-59 years
  - I. 60 years or over
5. How many years of training do you have for salary purposes? (Do not count fractional years)
  - A. one year
  - B. two years
  - C. three years
  - D. four years
  - E. five or more years
6. Are you a member of a church?
  - A. yes
  - B. no
7. Do you attend Sunday School or Church?
  - A. yes, regularly
  - B. yes, occasionally
  - C. no
8. What is your marital status?
  - A. single
  - B. married
  - C. divorced or separated
  - D. widow or widower
9. If you are married how many children do you have?
  - A. none
  - B. one
  - C. two
  - D. three
  - E. four or more
10. What route did you follow in your training?
  - A. elementary education
  - B. secondary education
  - C. B. Ed. after another degree
  - D. other
11. How far have you travelled on vacation? (circle as many as apply)
  - A. outside of North America
  - B. to the United States
  - C. to other provinces of Canada
  - D. have not travelled outside of Alberta
12. About how much time, on the average, do you spend watching TV on a weekday?
  - A. none, or almost none
  - B. less than one hour
  - C. one to two hours
  - D. between two and three hours
  - E. three or more hours





13. Which one of the following is your favorite type of TV program?  
A. western  
B. quiz shows or contests  
C. interviews or news  
D. sports  
E. comedy
14. Have you ever seriously considered quitting teaching?  
A. yes  
B. no
15. How much time, on the average, do you spend doing school work (preparation, marking, etc.) outside school on a weekday?  
A. none, or almost none  
B. less than one hour  
C. one to two hours  
D. between two and three hours  
E. three or more hours
16. How often do you go to movies?  
A. never, or almost never  
B. about once a month  
C. about once a week  
D. twice a week or more
17. Which one of the following are you really worried about most?  
A. health  
B. professional success  
C. acceptance by friends  
D. others
18. If you could have only one of the following, which one would you choose?  
A. wealth  
B. education  
C. fame  
D. faith
19. Which one of the following do you think is the most important characteristic necessary for success in life?  
A. money  
B. athletics  
C. personality  
D. academic achievement  
E. friendliness
20. How many brothers and sisters do you have?  
A. none  
B. one  
C. two  
D. three  
E. four or more
21. In how many organized activities do you participate outside of school? (eg. curling, bridge, etc.)  
A. none  
B. one  
C. two  
D. three  
E. four or more
22. How many extra-curricular activities do you sponsor or assist with in school? (eg. school sports, school clubs, students' union, etc.)  
A. none  
B. one  
C. two  
D. three  
E. four or more

Please go on to the next page.





Read the following three questions carefully. Two teachers are described in each question. If you had to compare yourself with one of these teachers, which one would you say you'd most nearly be like? If you find it impossible to decide, mark item 'E' on the answer sheet.

23. Two teachers are talking about what they would do if they were suddenly to inherit enough money to allow them to live in luxury for the rest of their lives. The first teacher said that he would keep on with teaching on a regular basis because he wouldn't feel right any other way. The second teacher said he wouldn't work regularly anymore after he received the money, that he would spend most of his time doing all the things he'd always wanted to enjoy.
- A. very much like the first teacher
  - B. somewhat like the first teacher
  - C. very much like the second teacher
  - D. somewhat like the second teacher
  - E. impossible to decide
24. Two teachers were teaching in the same high school. They both felt they couldn't get along with the other teachers and they disliked the school very much. Both of them were planning to quit just as soon as they could find more suitable jobs. The first teacher said that since things were so bad he wasn't going out of his way to work hard, that he was doing just enough to get by. The second teacher said that he was continuing to work as hard as he usually did, that he felt he should do a full day's work.
- A. very much like the first teacher
  - B. somewhat like the first teacher
  - C. very much like the second teacher
  - D. somewhat like the second teacher
  - E. impossible to decide
25. Two teachers were discussing their reputations in the school. The first teacher said he thought it was important for a person to watch what he does in public and to associate with a respectable class of people. The second teacher said he doesn't pay too much attention to what other people think of him, that he does what he wants to do and doesn't worry too much.
- A. very much like the first teacher
  - B. somewhat like the first teacher
  - C. very much like the second teacher
  - D. somewhat like the second teacher
  - E. impossible to decide

THANK YOU VERY MUCH FOR YOUR COOPERATION



What is your favorite subject in school?

- [illegible]



1997-2000

1. The first step is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 26

## 3051270- CHAIRMAN OF SENATE COMMITTEE ON GOVERNMENTAL AFFAIRS

- |     |   |   |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|---|---|
| 1.  | A | B | C | D | E | F | G | H | I |
| 2.  | A | B | C | D | E | F | G | H | I |
| 3.  | A | B |   |   |   |   |   |   |   |
| 4.  | A | B | C | D | E | F | G | H | I |
| 5.  | A | B | C | D | E |   |   |   |   |
| 6.  | A | B |   |   |   |   |   |   |   |
| 7.  | A | B | C |   |   |   |   |   |   |
| 8.  | A | B | C | D |   |   |   |   |   |
| 9.  | A | B | C | D | E |   |   |   |   |
| 10. | A | B | C | D |   |   |   |   |   |
| 11. | A | B | C | D |   |   |   |   |   |
| 12. | A | B | C | D | E |   |   |   |   |
| 13. | A | B | C | D | E |   |   |   |   |
| 14. | A | B |   |   |   |   |   |   |   |
| 15. | A | B | C | D | E |   |   |   |   |
| 16. | A | B | C | D |   |   |   |   |   |
| 17. | A | B | C | D |   |   |   |   |   |
| 18. | A | B | C | D |   |   |   |   |   |
| 19. | A | B | C | D | E |   |   |   |   |
| 20. | A | B | C | D | E |   |   |   |   |
| 21. | A | B | C | D | E |   |   |   |   |
| 22. | A | B | C | D | E |   |   |   |   |
| 23. | A | B | C | D | E |   |   |   |   |
| 24. | A | B | C | D | E |   |   |   |   |
| 25. | A | B | C | D | E |   |   |   |   |



## APPENDIX F

This Appendix contains the distribution of teacher responses to items on the Teacher Questionnaire that were not used in the text.

TABLE LVII  
DISTRIBUTION OF TEACHERS ON VARIOUS ITEMS

Item	No.	Percent
Age		
24 years or under	12	19.7
25-29 years	13	21.3
30-34 years	5	8.2
35-39 years	7	11.5
40-44 years	8	13.1
45-49 years	4	6.6
50-54 years	7	11.5
55-59 years	3	4.9
60 years and over	2	3.3
Totals	61	100.1
Sex		
Male	43	70.5
Female	18	29.5
Totals	61	100.0
Subject Teaching		
Non-academic	23	38.3
Academic	23	38.3
Both academic and non-academic	14	23.3
Totals	60	99.9
Church Membership		
Yes	40	65.6
No	21	34.4
Totals	61	100.0





TABLE LVII (continued)

Item	No.	Percent
Training Route		
Elementary Education	5	8.2
Secondary Education	37	60.7
B. Ed. after another degree	8	13.1
Other	11	18.0
Totals	61	100.0
Years of Experience in Present School		
One	25	41.0
Two	14	23.0
Three or four	16	26.2
Five or six	1	1.6
Seven or eight	1	1.6
Nine or ten	0	0.0
Eleven to fifteen	2	3.3
Sixteen to twenty	1	1.6
Twenty-one or more	1	1.6
Totals	61	99.9
Total Years of Experience		
One	11	18.0
Two	7	11.5
Three or four	9	14.8
Five or six	7	11.5
Seven or eight	4	6.6
Nine or ten	1	1.6
Eleven to fifteen	5	8.2
Sixteen to twenty	9	14.8
Twenty-one or more	8	13.1
Totals	61	100.1
Years of Training		
One	0	0.0
Two	17	27.9
Three	11	18.0
Four	23	37.7
Five or more	10	16.4
Totals	61	100.0





TABLE LVII (continued)

Item	No.	Percent
Marital Status		
Single	18	29.5
Married	40	65.6
Divorced or separated	3	4.9
Widow or widower	0	0.0
Totals	61	100.0
Number of Children		
None	11	22.5
One	9	18.4
Two	8	16.3
Three	13	26.5
Four or more	8	16.3
Totals	49	100.0
Number of Brothers and Sisters		
None	4	6.6
One	10	16.4
Two	16	26.2
Three	16	26.2
Four or more	15	24.6
Totals	61	100.0
Choice of a Characteristic Considered to be Most Needed for Success in Life		
Money	6	9.8
Athletics	0	0.0
Personality	41	67.2
Academic achievement	5	8.2
Friendliness	9	14.8
Totals	61	100.0



TABLE LVII (continued)

Item	No.	Percent
Number of Extra-Curricular Activities Sponsored		
None	16	26.2
One	25	41.0
Two	13	21.3
Three	2	3.3
Four or more	5	8.2
Totals	61	100.0
Number of Out-of-School Activities Participated in		
None	12	19.7
One	10	16.4
Two	17	27.9
Three	14	23.0
Four or more	8	13.1
Totals	61	100.1
Time Spent Doing School Work on a Weekday		
None, or almost none	3	4.9
Less than one hour	5	8.2
One to two hours	30	49.2
Between two and three hours	13	21.3
Three or more hours	10	16.4
Totals	61	100.0
Extent of Travel		
Within Alberta only	0	0.0
To other Canadian Provinces	12	20.0
To the United States	22	36.7
Outside of North America	26	43.3
Totals	60	100.0



# APPENDIX G

## INTERCORRELATION MATRICES OF THE DVI SCALES

TABLE LVIII

### INTERCORRELATION MATRIX OF DVI SCORES (STUDENTS)

Scale	1	2	3	4	5	6	7	8	9
1. Total Score	1.000	0.730	0.782	0.598	0.745	-0.731	-0.758	-0.768	-0.709
2. Work Success		1.000	0.439	0.269	0.352	-0.580	-0.542	-0.541	-0.508
3. Future-Time			1.000	0.262	0.487	-0.553	-0.624	-0.563	-0.576
4. Independence				1.000	0.275	-0.459	-0.348	-0.540	-0.434
5. Puritan Morality					1.000	-0.498	-0.635	-0.562	-0.507
6. Sociability						1.000	0.433	0.440	0.332
7. Present-Time							1.000	0.416	0.374
8. Conformity								1.000	0.409
9. Moral Relativism									1.000



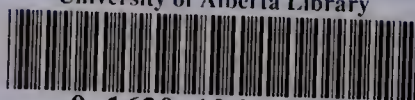








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